
The AMERICAN SHORTHAND TEACHER

*A Magazine for Teachers of Shorthand and
Other Commercial Subjects*

Issued Monthly (except July and August) by The Gregg Publishing Company,
270 Madison Avenue, New York, N. Y.

BOSTON OFFICE.....Statler Building, Boston, Mass.
CHICAGO OFFICE.....2500 Prairie Ave., Chicago, Ill.
SAN FRANCISCO OFFICE.....Phelan Building, San Francisco, Calif.
CANADIAN OFFICE.....57 Bloor Street, West, Toronto, Ontario, Canada
EUROPEAN OFFICE, The Gregg Publishing Company, Ltd., Kern House, 36-38 Kingsway, London, W. C. 2, Eng.
AUSTRALIAN OFFICE, The Gregg Publishing Company (Aust.), 4 Nithsdale Street, Sydney, New South Wales

*Subscription rates: One dollar, the year; ten cents, the copy—subject to current postage and customs charges when
mailed to countries to which the United States domestic postage rate does not apply.*

Copyright, 1931, by The Gregg Publishing Company

Vol. XII

OCTOBER, 1931

No. 2

The Advanced Shorthand Class in the High School

By F. N. Haroun

Clinton Kelly High School of Commerce, Portland, Oregon

NOT long ago, a young teacher who had just been assigned to a shorthand dictation class said to another teacher, almost as young, "Well, what shall I do? What shall I have the students do? I don't know how to go about it."

As I look back over my own teaching experience, I remember how often those same questions came to me in the early years; how often I wished I might find out what some other more experienced teacher was doing; how he conducted his dictation class; what he dictated; how he chose material to be transcribed; how he graded it after it was transcribed; what kind of assignments he made for daily preparation; and so on, and on. Then, later, I often wished I might compare my methods with those of other teachers, to see if I could not find some ideas that would help me improve my technique.

As the years went by, I did find occasional articles in the shorthand magazines dealing with some one or two of these questions; I had an opportunity, once in a great while, to talk with other teachers about what they did; I sometimes asked students who came to my classes from other schools what sort of assignments they had been given, and what they had done; I did a lot of experimenting, both by myself and in coöperation with other teachers in our school; and out of it all I have developed what might be called both a philosophy and a methodology of shorthand teaching that has proved, by long use, to be quite satisfactory to me, and, what is equally important, to my thinking students.

Perhaps my philosophy might be put this way: It is not enough that a shorthand teacher teach the mechanics of shorthand. He must know from first-hand experience some-

thing of what the student is going to meet in the business world; must not only know his shorthand system thoroughly, but must know quite a bit about the history of shorthand in general and of his own system in particular, and must make it a point to see that his students learn something of it.

Of course, the teacher will have the usual educational preparation—which, unfortunately, does not always make a teacher. But he will also have something vastly more important—that is, the ability to bring in at just the right time those little points of illustration and homely philosophy which will give meaning to the business or life situations so often suggested in dictation material; which will make the work of the shorthand writer something alive, vivid, and worth while; which will make the student feel that he is learning how to live a life as well as how to make a living. To do this sort of thing, the teacher must be a real human being, a teacher of boys and girls rather than of a subject; interested in youth because they are youth. To this teacher, the biggest thing in his job is not the pay check, but the satisfaction, the thrill, he gets out of helping his boys and girls develop into valuable members of society; the consciousness that he is helping young people build ideals of which they are going to be sorely in need before very long. Idealistic? Yes! And, though sometimes our ideals get pretty badly tarnished by conditions about us, we must hold to them, for we have a wonderful opportunity to make them function in the everyday life of our products.

My Methods and Plans

But this must suffice for the philosophy. This discussion is concerned with methods of teaching, about which there are no doubt hundreds of shorthand teachers asking the same questions today that I asked in years gone by; and if this helps young teachers get their bearings, and helps older, more experienced teachers improve their methods even in some small degree, it will have been worth while.

This is to be a description of my own methods and plans, hence the frequent use of the first person. It should be said here, however, that these methods offer no scheme for just "getting by" any more than do the up-to-date, scientific methods in any other subject. There are quicker ways than mine, perhaps, to assign lessons and to mark transcripts; but they do not produce either the student-satisfaction nor the skill-results that commercial education demands. If we are to get the results we should, we must put in some good hard thinking, and no small amount of time throughout the entire school year.

The Discussion in Outline

With this introduction, let me now give the reader, through an outline, a bird's-eye view of the whole discussion:

- A Brief Background for the Discussion
 - Conditions peculiar to the High School of Commerce
 - Outline of the Shorthand Course
 - Statement of General and Specific Objectives
- Statement of the Problems of the Dictation Class
- Methods of Meeting these Problems
 - Shorthand III—briefly discussed
 - The first days with the class
 - Assignment for the first quarter of the semester
 - Classroom procedure; points of emphasis
 - Reading shorthand
 - Checking and evaluating daily practice work
 - Transcription; teaching and assignments
 - Shorthand IV—discussed quite in detail
 - Instructions at beginning of the semester
 - Supplies required
 - The shorthand assignment
 - The class period
 - Transcript assignments; routine of transcribing procedure
 - Instructions to students about transcribing
 - Transcript room procedure
 - Checking and grading transcripts
 - Standards; plan of checking
 - The grade sheet
 - Transcript error record
 - Tests and Examinations
 - Use and Value of Certificates and Awards
 - Shorthand V—The Speed Class.

Certain conditions at the High School of Commerce may be noted, some of which are similar to, and others quite different from conditions in many other schools. There are about 1,700 students, some 750 of whom are in the shorthand classes, under the instruction of nine or ten teachers. Homogeneous grouping to the extent of two divisions is used throughout the shorthand course—students having grades from 70 to 85 per cent being in the "B" classes, and those with grades from 85 to 100 per cent being in the "A" classes. Another factor that may have a bearing on the interpretation of this discussion is that our teachers are quite permanent, very little if any change taking place from year to year. Under these conditions, and being a commercial high school, we may be meeting different problems than are found elsewhere; but no doubt the difference will be in degree, not in kind.

The Shorthand Course

Before the problems of the dictation class are discussed, even before they are stated, we must outline briefly the shorthand course, and state its general objectives; we must see just what it is that we are trying to accomplish in the advanced classes.

The course usually consists of four terms' work, the first and second devoted to the study of theory, with very little if any typewritten

transcription; the third and fourth terms' work consisting chiefly of dictation and transcribing. In a few high schools, as in ours, shorthand is begun in the fourth semester, thus giving some of the students an opportunity to take a fifth term, which is devoted to the attainment of higher speeds than are usually reached in high school. At Commerce, as stated, shorthand is begun in the fourth semester, and is designated Shorthand I, Shorthand II, Shorthand III, Shorthand IV, and Shorthand V. Each semester is divided into four quarters of five weeks each.

The ideal plan is for the shorthand class to be followed immediately by the transcript period, under the supervision of the shorthand teacher. Where this is possible, most of the teaching of the transcribing process can take place in the typing room, with the students at the machines. Where another teacher supervises the transcribing, or where the students transcribe unsupervised, the teaching of this process must be done in the shorthand class. In our school, the transcript period is usually supervised by another than the shorthand teacher, and to her two shorthand classes report at the same time. It is necessary, therefore, that there be close coöperation between the shorthand and transcript teachers.

Objectives

The ultimate objectives for the shorthand course, to be realized at the end of the fourth term, are usually stated about as follows; which may or may not be considered ideal, but which, being approximately the objectives in our school, will answer for this discussion:

1. The ability to take dictation of material of average difficulty at a speed of 80 to 100 words a minute, over a period of several consecutive minutes
2. The ability to transcribe this dictation on the typewriter, at a reasonable speed, and produce a copy that the business man would be willing to sign and send out as the representative of his office.

Over point No. 1 there is little if any disagreement, unless it might be in determining what is average difficulty. But it is in the interpretation of the second point that we find ourselves in difficulty; for the ideas of business men vary greatly as to what constitutes a mailable copy. Therefore, the school must try to set standards which will come as near as possible to meeting the requirements of the better offices. It is also necessary that these standards be stated very definitely in the larger schools, so that the grading by all teachers will be the same, and objective rather than subjective.

The standard adopted by the High School of Commerce is this: Dictation to be of new material, transcribed at a minimum speed of 20 words a minute, in proper arrangement,

with not over 3 per cent of error, the work of the entire transcript period counted. This standard is discussed later on in detail under the head of Checking and Grading Transcripts.

The objectives may be made more specific by setting up for the third term these points of emphasis and achievement:

1. Theory review—intensive during the first part of the term; thereafter, continuous short daily review assignments; to lead the student to the writing of as nearly perfect shorthand as possible
2. Acquire the technique of transcribing, in correct form and with correct wording
3. Acquire the ability to take dictation of ordinary business letters at 70 to 80 words a minute, and transcribe them as indicated in point No. 2
4. Master the business terms encountered during the semester.

In the fourth term, there should be these points of emphasis:

1. Speed of dictation increased to 80 to 100 words a minute, to be properly transcribed
2. Increased skill and speed in transcribing—to at least 20 words a minute average for 40 to 60 minutes
3. Increased vocabulary of business terms.

Problems of the Dictation Class

Of course, there are many other things to be included in a stenographic training, but we are concerned here only with the shorthand classes.

In the attempt to realize these objectives we find the problem of the dictation class—really a series of problems—which may be stated thus:

1. Assignments for shorthand preparation; checking daily work
2. Classroom procedure—what to teach and what to dictate in the shorthand class
3. Assignments for transcription
4. Teaching transcribing
5. Checking and grading transcripts
6. Giving and grading tests
7. Motivation—use and value of certificates and awards.

Shorthand III

Methods to be used in meeting and solving these problems are next presented. Only the first quarter's work in Shorthand III will be described, because I use in the second, third, and fourth quarters an adaptation of the assignments and plans for Shorthand IV—using Speed Studies plates two days a week, printed exercises two days a week, and the *Gregg Writer* in various ways, one day a week; though the *Gregg Writer* is used continually for review.

When the Shorthand III class reports, the first thing is organization, giving instructions about supplies—covered in considerable detail in the discussion of Shorthand IV. Next, I

set before them briefly, yet very clearly, the aims of the term's work, as stated in our objectives. Then I explain that to reach these goals, certain types of study and practice will be needed. Students should know why their assignments at first are chiefly review of the Manual—because they must be able to apply the writing principles as nearly automatically as possible, and must have their brief forms and simple phrases mastered; I explain that their transcribing will be from shorthand plates, because they have an entirely new process to learn—transcribing on the typewriter from shorthand notes. Then follows a talk on the importance of punctuality, correct methods of work, concentration, thoroughness, etc.

As indicated in the objectives, the first four or five weeks of the term are given to a review of theory; so I make one assignment for all these weeks, giving it and the schedule of work in Speed Studies all at once, approximately as follows:

1. In the Manual, and using corresponding paragraphs of Speed Studies, review Chapters 1 and 2, one day each; after that, two units a day. Write everything in the units at least once, and certain parts of each unit several times. (Parts needing much writing are decided upon as we come to them in review.) (18 to 20 days)

2. In Speed Studies, beginning with Chapter 10, use from 500 to 600 words of new shorthand (this is scheduled for them). Read it at about 125 words a minute; then write it through from the plates, two or three times. Read your own last writing. (All plates through Chapter 9 have been read and practiced in Shorthand II.)

3. The first sheet of your practice paper must be headed with your name, the date, and period; and a "reading note" telling exactly what you have read, and the speed of plate reading. Put your name on every sheet. (I explain how to tell reading speed.)

I have used this "blanket" assignment for several years, and find it much more satisfactory than the day-to-day, or even the week-at-a-time, type. It not only saves time in class, but enables students to organize their study so as to prepare their lessons promptly; and this is no small matter in these days of counter-attractions and outside demands on the students' time.

The Class Period

Since the transcribing is principally from printed shorthand during the first quarter, little provision need be made in class for its assignment. Instead, the period is given to these four activities, with such variations as circumstances demand:

1. Dictating word and sentence exercises on that portion of the Manual under review. (I have several groups of sentences for this purpose.)

2. Reading and dictating Speed Studies plates

3. Checking and discussing transcripts (described later)

4. Dictating a little new graded material, to be read back.

The purpose, of course, is to build up as rapid a response to dictation as possible. To assist in this, I am using this year, at the beginning of almost every class period, the Gregg Shorthand Speed Dictation Records, especially the record of Brief Forms and Phrases. The 60- and 80-word records also furnish splendid speed practice.

Style of writing and technique of taking dictation need special attention. Unless they are checked closely, students are likely to try to write with their desks covered with books, with their feet hooked around the legs of their desks, or with their knees crossed, or sitting on their feet—well, you know what they do!

Reading Shorthand—We have heard from old that we should read a great deal of shorthand, and that everything we write should be read; that only so could we acquire reading ability. But giving advice of that kind to the majority of high school students is about equivalent to pouring water on a duck's back. The only way to see that students get the necessary practice and experience in reading, from both their own and printed notes, is to make it a part of the regular assignment, allow time for it, then require them to give an account of their reading. Much reading cannot be expected in addition to their regular assignments. This, then, is the plan I follow; reading is definitely assigned, and students make their reading notes.

Some teachers have objected that students will lie about it when writing this note. I do not agree with them, based upon my experience with hundreds of students. Those who do lie about it would lie anyway, and would not do the reading; but the note serves as a check-up for all students, helping them see whether or not they have done all their work. It also assists me to see whether they have their assignment straight. The students' attitude on this point will reflect the teacher's attitude; if he makes them see the value of what they are doing, and makes them feel that he believes in their honesty, integrity, and earnestness of purpose, they will play fair with him. Often, when the reading note is missing, and the student is asked about it, he has frankly said the reading was not done; others have said that, as they had not done their reading, they were not handing in their papers.

Checking Daily Practice Work—It is impossible, of course, to examine the work of every student every day, especially when a teacher has 125 to 150 students in his classes. The

(Continued on page 104)

State Commercial Contests

By Clyde I. Blanchard

Director of Research, The Gregg Publishing Company, New York, N. Y.

AN analytical study of the records made at state commercial contests during the past ten years and thoughtful reflection upon the experiences of those participating in these contests shows a discrepancy between the desired and the attained objectives.

In addition to the objectives common to all contests, the state commercial contest should have at least these three objectives pertinent to its own field:

(1) The testing of as many commercial subjects as lend themselves to competitive testing, in order to stimulate high achievement standards throughout the entire commercial course and not overemphasize the subjects of typewriting and shorthand.

(2) The awarding of prizes on the basis of a correlated accomplishment that produces an acceptable finished product judged by recognized business standards. A shorthand transcript that is not penalized for errors in punctuation, grammar, or faulty mechanical set-up

is not a satisfactory objective for the testing of the shorthand ability of a selected group of high school students in a state commercial contest. No pedagogic advantages are to be derived from a state contest unless the standards of achievement are practical ones and represent superior standards of classroom achievement.

(3) The awarding of prizes on the basis of group as well as individual accomplishment. This objective is of supreme importance to the permanence of a healthy, popular state contest. In public school education no one individual should be segregated from the group for intensive development by a classroom teacher during classroom hours or after school, if, in so doing, the development of the other members of the class is retarded. State contests that restrict awards to individuals are becoming increasingly unpopular and their contributions to the betterment of classroom achievement is extremely doubtful.

And now let us take up the results in detail.

Summary of Results in 1931

THE following summary of the 1931 contests in a few of the states will illustrate to what extent these three objectives are being carried out:

Colorado

In the Colorado State Contest for 1931, forty-nine schools participated. Contests were held in the following seven commercial subjects—typing, shorthand, bookkeeping, spelling, rapid calculation, penmanship, and commercial law. The official report shows no team events.

Illinois

In the Illinois State Contest for 1931, 117 schools participated. Contests were held in typing, shorthand, and bookkeeping. Team awards were made as well as individual awards.

Indiana

In the Indiana State Contest for 1931, a record number of schools from every part of the state participated. Contests were held in typing, shorthand, and bookkeeping. Schools

were grouped into Class A and Class B according to the number of teachers of the subject being tested. Individual and team awards were made. Both the shorthand accuracy and the transcribing speed were considered in the shorthand contest. An illustration of the method by which the advanced shorthand contestants were ranked follows:

Name	Errors	Per cent		Trans.		Total
		Accuracy	Points	Speed	Points	
J. Smith	6	98.95	116	31.22	56	172
R. Brown	5	99.12	118	28.37	50	168

This method places a premium on transcribing speed. The illustration shows that the student making six errors and transcribing the test at the rate of 31.22 words a minute was placed higher than the student making five errors and transcribing the test at the rate of 28.37 words a minute.

Montana

The state commercial contest in Montana is a part of a general state high school scholarship contest covering twenty subjects. Three of the subjects, shorthand, typing, and book-

keeping, constitute the commercial contest. Fifty-nine schools competed in the 1931 contest. A Pentathlon contest was held in addition to the contests in the individual subjects. Both individual awards and school awards were made.

New Jersey

The New Jersey State Contest Committee mailed a thirty-two page mimeographed report of its 1931 contest to every high school in the state having a commercial department, so as to give the teachers who had no students in the contest a chance to see what the commercial students of the forty-eight schools that participated in the contest were doing. Contests were held in typing, shorthand, bookkeeping, and rapid calculation. The shorthand contest was called a transcription contest, emphasis being placed on rapid and accurate transcribing rather than on the shorthand writing. Both individual and team awards were made.

New York

Fifty-four high schools entered the New York State Contest for 1931. The contest covered the subjects of typing, shorthand, bookkeeping, and commercial arithmetic. Both team and individual prizes were awarded.

Ohio

The 1931 State Commercial Contest in Ohio included typing, shorthand, and bookkeeping. Schools were grouped into Class A and Class B, according to the number of teachers in the subject being tested.

South Dakota

The 1931 State Contest in South Dakota was similar to the one in Ohio, covering typing, shorthand, and bookkeeping, and dividing the contesting schools into Class A and Class B.

Wisconsin

No state commercial contest was held in Wisconsin in 1931, but this report would not be complete without reference to the 1930 state-wide commercial education survey made in Wisconsin under the direction of the State Teachers College at Whitewater. The eighty-page printed report giving the findings of the survey committee may be obtained (until the supply is exhausted) by sending fifty cents to C. M. Yoder, president, State Teachers College, Whitewater, Wisconsin.

A brief summary of the history, procedure, objectives, scope, and results of this survey can best be given by quoting a few excerpts from the report itself.

The Wisconsin Survey

History

For a period of ten years beginning 1918 the Whitewater State Teachers College sponsored contests in commercial subjects. These contests were held annually. District contests were held in various parts of the state from which representatives were chosen to represent the districts in a state contest at Whitewater. These contests grew in popularity until there were 96 schools represented in the state contest, bringing 311 contestants.

It was evident during the later years of the period that superintendents and principals were somewhat concerned over the amount of time consumed by teachers and pupils in special preparation for contest work in all phases of school activities. In the discussions at their meetings the subject of contests was brought up, and some action looking forward to the elimination of all interschool and state contests was taken. Perhaps the contest idea had been overworked and much of the benefit usually derived through contests had been lost, and their concern was justified.

Following a careful consideration of the matter the committee decided in 1929 to abandon the commercial contests and to arrange some substitute project.

For more than a year a committee of the faculty of the Whitewater State Teachers College searched for a more adequate project to stimulate better work in commercial subjects. At the conclusion of a series of conferences, it was decided to sponsor a State-Wide Commercial Educational Survey. This survey was to involve testing, or measuring, the work of every high school student enrolled in the usual units of special commercial subjects.

Procedure

It was proposed to furnish through the commercial teacher-training department of the Whitewater State Teachers College, at a nominal cost, objective tests, or measuring scales, in Arithmetic, Bookkeeping, Penmanship, Shorthand, and Typewriting for all of the students enrolled in these subjects. A description of the tests was furnished with the details of the plans for distributing them.

The detailed plan including a statement of objectives, scope, material, etc., concerning the project, was prepared and forwarded to all schools teaching commercial subjects in Wisconsin. Through an announcement of this detailed plan in some of the commercial magazines, many schools outside of Wisconsin asked to participate in the survey. Following is a copy of the statement which was forwarded to all schools:

OBJECTIVES

The purpose of this survey is to ascertain the degree of accomplishment which now obtains in each of the several commercial subjects offered in the high schools of the state, with the following objectives in view: (a) To furnish data wherewith any school may rate its work by that of others. (b) To provide a basis for suggesting improvement in accomplishment. (c) To establish standards commensurate with the requirements of business.

SCOPE

The plan provides for the measurement of accomplishment of all the high school students in all of the special commercial subjects. Each school should organize the work locally so that every student in any of the commercial subjects included in the survey is

given an opportunity to be tested. In this manner only will it be possible to determine the present standards of accomplishment which exist throughout the state.

Results

The survey project proved to be very popular. In Wisconsin there were 174 schools which took part in the survey. These schools required 2,904 tests in Arithmetic, 4,714 in Bookkeeping, 523 in Penmanship, 3,888 in Junior Shorthand, 2,297 in Senior Shorthand, 5,830 in Junior Typewriting, and 2,703 in Senior Typewriting.

Report

The report given in the bulletin issued by the survey committee contains data drawn from the results in each subject, compiled by the member of the committee in charge of the subject. These data include forms and achievement scores which it is hoped may guide teachers, particularly in Wisconsin, in their programs for better teaching.

A Partial Directory of Chairmen of State Commercial Contests for 1931

A partial directory of the chairmen of the state commercial contests for 1931 is given in order to encourage interstate exchange of contest experiences and the formation of a national contest committee leading to a much needed standardization of contest rules.

Under existing conditions it is impossible to make a comparative report that is of value because contest rules and regulations vary greatly in the different states and the official reports do not clearly define each event.

STATE CHAIRMEN

Arizona.—Robert LaDow, Director of Commerce, in Phoenix Junior College, Phoenix, Arizona.

California.—Albert E. Bullock, Director of Commerce, Public Schools, Los Angeles, California (Chairman for Southern California contest given under the auspices of the Southern California Commercial Teachers' Association).

Colorado.—A. O. Colvin, Head of Commercial Department, Colorado State Teachers College, Greeley, Colorado.

Florida.—W. H. Haddock, President, Haddock Business University, Jacksonville, Florida.

Idaho.—Edna Graham, High School, Wallace, Idaho (Contest chairman for Northern Idaho, only).

Illinois.—W. C. Maxwell, High School, Hinsdale, Illinois.

Indiana.—M. E. Studebaker, Head Department of Commerce, Ball State Teachers' College, Muncie, Indiana.

Iowa.—R. E. Nyquist, High School, Mason City, Iowa.

Massachusetts.—Margaret Daley, High School, Shrewsbury, Massachusetts.

Michigan.—E. D. Pennell, Western State Teachers College, Kalamazoo, Michigan.

Missouri.—Merea Williams, School of Education, University of Missouri, Columbia, Missouri.

Montana.—Leora M. Hapner, Montana State College, Bozeman, Montana.

Nebraska.—J. H. Hale, Nebraska State Normal School, Kearney, Nebraska.

Nevada.—Mary A. Hoagland, Pershing County High School, Lovelock, Nevada.

New Mexico.—A. J. Perko, High School, Raton, New Mexico.

New York.—George R. Tilford, Syracuse University, Syracuse, New York.

North Carolina.—Cora L. Odom, Central High School, Charlotte, North Carolina.

North Dakota.—J. A. McCrae, Extension Division, University of North Dakota, Grand Forks, North Dakota.

Ohio.—Nellie A. Ogle, Department of Commercial Education, State College, Bowling Green, Ohio.

Oklahoma.—W. Rude, School of Commerce, Oklahoma A. & M. College, Stillwater, Oklahoma (1930 chairman. No state contest held in 1931).

Pennsylvania.—G. G. Hill, Director, Department of Commerce, State Teachers College, Indiana, Pennsylvania (1930 chairman. No state contest held in 1931).

South Carolina.—F. DeVere Smith, Olympia High School, Columbia, South Carolina.

South Dakota.—Lilly Schoenleber, Northern State Teachers College, Aberdeen, South Dakota.

Utah.—H. V. Hoyt, Brigham Young University, Provo, Utah.

Virginia.—E. F. Burmahln, Director, Department of Business Education, E. C. Glass Senior High School, Lynchburg, Virginia.

Wisconsin.—C. M. Yoder, President, State Teachers College, Whitewater, Wisconsin (1930 chairman. No contest held in 1931).

Wyoming.—Rosa Colegrove, University of Wyoming, Laramie, Wyoming.

Changes in Rules Recommended

For some time many contest committees have been governed by the N. S. R. A. rules for correcting shorthand contest transcripts. The achievement standards in shorthand should be raised. A step in this direction would be taken by changing the N. S. R. A. rules Nos. 2 and 6.

Rule No. 2 states that "an error in spelling or typewriting shall not be charged against the contestant." While this might be an unobjectionable rule in shorthand contests at speeds ranging from 150 to 225 words a minute with speed the main objective, it is a harmful rule in grading transcripts of high school students at the lower speeds of from 60 to 120 words. Commercial teachers are not interested solely in the shorthand speed of their stenographic students. They are interested also in their students' ability to turn out acceptable transcripts, which *per se* includes accurate spelling, accurate typing, accurate punctuation, and a transcribing speed of marketable quality.

If this rule were eliminated, most of the accuracy ties for first, second, and third places in the shorthand contests would disappear. In Colorado, for example, three students had an accuracy percentage of one hundred in the first-year contest. In Illinois, three students had an accuracy percentage of 99 in the 70-word dictation and three received 98.7 per cent in the 100-word dictation. A similar condition existed in the Massachusetts 80-word and 100-word dictation. In New Jersey, four students received 100 per

cent, two, 99, and two, 98. In the 60-word dictation in the North Dakota contest six students tied for the first two places. These results show the necessity of a finer measure in the shorthand contests.

Rule No. 6 states that "ninety-five per cent accuracy shall be considered qualifying. Transcripts with more than 5 per cent inaccuracy shall be disqualified. The maximum number of errors allowed to each 'take' is as follows:

60 words a minute—15 errors
70 words a minute—17 errors
80 words a minute—20 errors
90 words a minute—23 errors
100 words a minute—25 errors
110 words a minute—27 errors
120 words a minute—30 errors."

How many teachers of transcribing are satisfied with papers that have from fifteen to thirty errors in them? And when these papers come from winners of district contests competing in the final state contest what should one think of a qualifying standard of 95 per cent? It is recommended that the standard be raised from 95 per cent to 98 per cent in state contests.

The maximum number of errors allowed for each speed at this new standard would be:

60 words a minute—6 errors
70 words a minute—7 errors
80 words a minute—8 errors
90 words a minute—9 errors
100 words a minute—10 errors
110 words a minute—11 errors
120 words a minute—12 errors.

Those interested in the improvement of state commercial contests will find some excellent suggestions regarding the improvement of typing contests in an article by Elizabeth S. Adams in the October, 1929, issue of the *American Shorthand Teacher*. The title of the article is "Events Within Events."

The Michigan plan for conducting state commercial contests appeared in the December, 1928, issue of the *American Shorthand Teacher* and the Pennsylvania plan was published in the January, 1929, issue of the *American Shorthand Teacher*. We are printing in this issue the Southern California plan for the 1931 contest, sent us by Chairman Albert E. Bullock, Director of Commerce, Los Angeles Public Schools.

State Contest Regulations for Southern California

SOUTHERN California has been divided into thirteen leagues. Each league will have its own chairman and will arrange for its own cups, ribbons, or pins if it cares to award them. Each league may charge whatever entry fee it sees fit, but ten cents for each entrant must be sent to the General Contest Manager to pay for the contest material mentioned in the next paragraph.

All material for the elimination contest shall be furnished by the General Contest Manager. All elimination contests must be held on the same day, May 9, 1931.

The entry fee in the finals will be fifty cents, as in the past.

Each league may enter in the finals the winners of the three highest places in each event of its elimination contest. The finals will be held in Los Angeles on Saturday, May 23, 1931.

The rules governing all contests are attached.

No Special Contest for Junior Colleges and Junior High Schools

There will be no elimination contest for junior colleges this year, but each junior college may send its best bookkeeping, shorthand, and typewriting student to the finals to be held in Los Angeles, May 23. The Junior

College Chairman will communicate further with each junior college in the near future.

There will be no special sections for junior high school pupils. They may, however, enter any section or class for which they may be eligible, as they have done in the past.

Rules for Shorthand Contest

CLASS I

(a) This is an individual contest. Pupils eligible for the contest shall be regularly enrolled high school pupils, shall have had no instruction in shorthand previous to August 1, 1930, and shall be passing in 30 credits of work (3 solids) at the time of entering the contest. Dictation shall be given at the rate of 60 and 70 words a minute. The number of pupils a school may enter in the elimination contest shall be decided by each league. In the finals, only the three highest from each league may enter.

(b) A cup will be awarded to the school whose pupil wins first place in this class in the finals. The cup becomes the permanent property of the school winning it three consecutive times. Gold, silver, and bronze pins will be awarded to the pupils winning first, second, and third places, respectively, in the finals. Leagues may arrange for similar awards in the eliminations if they care to do so.

CLASS II

(a) Same as Class I, except date of beginning is August 1, 1929; time of dictation is 90 and 100 words.

(b) Same as Class I.

RULES FOR CORRECTING SHORTHAND CONTEST PAPERS

1. One error shall be marked for the omission, insertion, or transposition of a word.
2. An error in spelling or typewriting shall not be charged against the contestant.
3. Hyphenated compound words shall be considered as two words or more, as the case may be. A mistake in one word of the compound shall constitute only one error.
4. Figures are counted as they would be read—"38" is counted as two words. A mistake on one of the figures, therefore, shall constitute but one error.
5. Errors are not charged both for the transcribing of wrong words and for the insertion of others on the same construction.
6. Time allowed for transcribing shall be:

45 minutes for the	60-word dictation
50 minutes for the	70-word dictation
55 minutes for the	90-word dictation
60 minutes for the	100-word dictation.

7. Transcripts with more than five per cent of errors shall be disqualified. Those transcribing the lower rate in each class will be penalized 2 per cent. In the case of a tie, the one transcribing in the shorter time wins.

Rules for Typewriting Contest

CLASS I

(a) This is an individual contest. Pupils eligible for the contest shall be regularly enrolled high or junior high school pupils, shall

have had no instruction in typewriting previous to August 1, 1930, and shall be passing in 30 credits of work (3 solids) at the time of entering the contest. The number of pupils a school may enter in the elimination contest shall be decided by each league. In the finals, only the three highest from each league may enter.

(b) A cup will be awarded to the school whose pupil makes the highest net record in this class in the finals. The cup becomes the permanent property of the school winning it three consecutive times. Gold, silver, and bronze pins will be awarded to the pupils winning first, second, and third places, respectively, in the finals. In case of a tie, schools shall draw lots for the cup, but duplicate medals shall be awarded to the pupils concerned. Leagues may arrange for similar awards in the eliminations, if they care to.

(c) An accuracy award shall be made to the most accurate pupil in this class who writes 30 or more words per minute.

CLASS II

(a) Same as Class I, except date of beginning is August 1, 1929.

(b) Same as Class I.

(c) Same as Class I, except pupils must write 50 or more words a minute.

CLASS III

(a) Same as Class I, except that there is no restriction as to the time the pupil began typewriting.

(b) Same as Class I.

(c) Same as Class I, except pupil must write 70 or more words a minute.

Note 1: A pupil in a lower class is always entitled to an award in a higher class, but not vice versa.

Note 2: International typewriting rules shall apply to all of the above classes.

Comparison of Progress in Shorthand and Typing

A CONSOLIDATED report of the state winners of the 1931 shorthand and typewriting contests has been prepared from the official reports sent to the *American Shorthand Teacher* (pages 62-69).

This, like past reports, is not complete because some state reports were not received, and the inadequate data regarding the definition of each event and a lack of standardization of entrance qualifications make comparisons between states difficult. However, taking the records available, we have compared the increase in typing and shorthand speed and accuracy during the past twenty years and find a rather one-sided condition. Twenty years ago school typing contests were being won at 20 words a minute and the less said about the number of typing errors the better! Today

first-year students are writing at the rate of over 60 words a minute with not more than 5 errors in 15 minutes.

The same cannot be said of the progress in shorthand standards. (The 1931 shorthand records will be found beginning page 65.)

Twenty years ago 80 to 100 words a minute was the graduating standard and students were able to write 60 words a minute about as soon as they can today.

The progress in the two subjects, of course, is not altogether comparable. Touch typing was just being introduced twenty years ago while shorthand was a well-established art with fairly high standards already set. Yet it seems reasonable to expect that improved teaching methods and improved textbooks should make it possible to adopt, for example,

an 80-word-a-minute achievement standard for first-year shorthand students instead of the present 60 words a minute. Some schools have this higher standard, but the majority of state contests still give a 60-word test for first-year students and an 80-word test for second-year students. The day is not far off, however, when the 60-word contest will disappear, nothing lower than 80 words being given to first-year students and the second-year speeds will range from 120 to 140 words.

Improvements Effected by New Manual

The publication of the Anniversary Editions of Gregg Shorthand, Gregg Speed Studies, and Progressive Exercises in 1929 has made it possible for shorthand teachers to place greater stress on the early building of a useful vocabulary of high frequency and on the dictation of connected matter from the first lesson. The effect of this reorganization of teaching material in the first-year course has been to increase the student's writing skill. A rate of 60 words a minute on prepared matter and 40 words a minute on new matter is being reached in many schools upon the completion of Chapter VI of the Manual, and the standard new-matter rate at the end of the first year has been jumped from 60 to 80 words a minute.

These higher standards are being reflected in some of the state contests. Illinois, for example, in 1930, gave dictations at 60, 80, and 100 words a minute. In the 1931 contest the 60 and 80 speeds were raised to 70 and 90 words a minute. At this increased speed the accuracy records were higher than the 1930 records. In 1930 no contestant in the 60 and 80 events turned in a perfect paper. In 1931 in the 70-word event the first four accuracy records showed percentages of 100, 99, 99, and 99, and in the 90-word event the first three records were 100, 99.7, and 99.7.

Colorado had three perfect papers in the 60-word event this year. The best previous record was 96.67 per cent made in 1928.

A comparison of the error record of the first ten contestants in the 60-word event of the Massachusetts State Contest for 1930 and 1931 shows an improved mastery of the shorthand principles:

Contestant	1930	1931
No. 1	6 errors	0 errors
2	7 "	1 "
3	7 "	2 "
4	8 "	3 "
5	9 "	4 "
6	10 "	5 "
7	12 "	6 "
8	16 "	8 "
9	17 "	10 "
10	17 "	10 "

The significant point in the Michigan State shorthand results is that in 1930 no contestant qualified in the event "Transcription from

Shorthand Copy (Dictation at 90 words)," while in 1931, ten contestants qualified in this event, although the dictation rate was raised from 90 words to 120 words. The winning transcription speed was 51.5 words a minute.

The 1931 New Jersey contest shows a decided increase in perfect papers and in accuracy records above 98 per cent. There were four perfect papers in the 60-word event alone.

In the Ohio State Contest this year the improvement in the transcripts of the second-year contestants was marked. Eight more students qualified than in 1930, two making a perfect score and eleven being above 99 per cent. In 1930 no contestant received a perfect score.

South Dakota had a similar experience in the 1931 shorthand novice event, with two perfect scores and twelve other scores of 99 per cent. In 1930 there were no perfect scores and only nine students made over 99 per cent.

Utah is one of the few states that offers an 80-word event for first-year shorthand students. Its accuracy records at this higher speed compare favorably with the accuracy records of second-year students from other states writing at the same speed.

Standard Gregg Shorthand Tests

For many years it has been the practice of the Gregg Publishing Company to furnish without charge specially prepared tests of standardized difficulty for use in local, district, and state shorthand contests.

To Whom Sent.—These tests are sent only to authorized chairmen of contest committees upon receipt of definite information as to the name of the contest, the place, and the date on which the event is to be held. Tests are sent in sealed envelopes, and are not to be opened until the time of the contest, and in the presence of the members of the committee.

Description of Tests.—A complete set of Standard Gregg Shorthand Tests consists of seven business letter tests and seven literary matter tests marked for reading at 60, 70, 80, 90, 100, 110, and 120 words a minute. These tests, with one exception, are all five minutes in length, and the material is selected from matter of ordinary difficulty. The 60-word tests all contain an additional paragraph of 50 words for those schools wishing a 350-word test.

A New Feature.—In all the tests the third and fourth minutes fall at the end of sentences. This plan has been used to meet the requirements of those schools wishing three-minute and four-minute tests instead of the standard five-minute tests.

Three Sets of Tests.—Inasmuch as many students first take part in local contests, and in district and state contests later, three com-

plete sets of fourteen tests—both business letters and literary matter—have been provided. Each set is printed in a separate pamphlet. The three sets are for use as follows:

- Set No. 1 for local, county, or subdistrict contests.
- Set No. 2 for district or sectional contests.
- Set No. 3 for state or final contests.

How to Order the Tests.—Orders should be sent to the Gregg Publishing Company, 270 Madison Avenue, New York, and not to the *Gregg Writer*, or to any of our branch offices. Complete and definite information should accompany each order. In the past considerable difficulty in selecting the proper tests have been experienced because of indefinite information about the state contest organization. This difficulty may be eliminated if contest managers will tell us whether the tests are wanted for a local or county contest, a district or sectional contest, or for a final or state contest. The date, place, and official name of the contest should be given, as well as any other information essential to the selection and mailing of the tests.

Free Medals for Final Contests.—The Gregg Publishing Company will furnish free of charge silver and gold medals for the winners of first and second prizes in all shorthand events in state or final contests. This offer does not apply to local or district contests. When requesting medals, be sure to state the speed of each test for which medals are to be awarded.

Special Tests.—The Standard Tests have been prepared and published by the Company at an expenditure of considerable time and money, and it is sincerely hoped that they will meet the needs of all contest committees.

If in any case the tests are not marked off at the desired rate of speed per minute, the value of the graded subject matter and the convenient form in which the Standard Tests are printed will more than offset the extra time that will be required to re-mark them.

Contest committees will realize that it requires just as much time and effort to prepare a special set of tests for one district as it does for all the districts. When absolutely necessary, however, the Company will undertake the preparation of a set of special tests, provided they are given sufficient time—at least six weeks—in which to do it.

The Case Against Contests

In an official bulletin on commercial education to be issued shortly, J. O. Malott, Specialist in Commercial Education, Office of Education, Department of the Interior, has this to say about contests in commercial education:

"There is a rapidly growing tendency to question the educational and social values of

the traditional contests in commercial subjects. Difficulties of different types arose in the administration of the contests. Substitute contests were organized in some states which led to unpleasant situations. Interested persons, as well as committees of teachers' associations and commercial teacher-training institutions sponsoring the contests, gathered statements of opinion from commercial teachers and high school principals regarding the advantages and disadvantages and certain malpractices that had developed. As a result, many of the states which had pioneered in the development of the contests discontinued them; in some other states committees were appointed to report on methods of improving the contests and on the development of a substitute plan which would be used for state-wide supervisory purposes.

"The consensus among the leaders is that the contests as now administered emphasize higher standards for those pupils who are likely to become contestants instead of emphasizing satisfactory standards for all. Another example of faulty objectives and administration is that the contests emphasize high standards of attainment in the separate subjects such as shorthand and typewriting instead of vocational standards in transcription. As such practices become general throughout the country over a long period of years, they result in the establishment of classroom objectives and procedures that are not in harmony with the best interests of the pupils, the schools, and the local business communities. In this connection, some of the professional contests were discontinued in 1930 because the professional championship records had not been materially improved for several years. Most of the equipment companies discontinued granting awards for achievement in typewriting. A growing dissatisfaction among commercial teachers and school administrators regarding contests, and the changed attitude of the equipment companies has contributed to the development of the every-pupil or state-wide testing program.

Wisconsin's Remedy

"The Wisconsin survey of pupil achievement sponsored by the State Teachers College, Whitewater, is the best example of the replacing of the traditional contests with the new supervisory device. The institution is to be complimented on such progressive leadership. For ten years that college had sponsored the contests in Wisconsin. In 1929, the committee in charge decided to abandon the contests and to substitute the every-pupil or state-wide testing program.

"Other states adhering to the traditional plan would profit by a study of the advantages

of the Wisconsin plan, particularly as regards the potential supervisory value of the findings. Every-pupil tests in shorthand and typewriting were given in Kansas, and a state-wide testing program in typewriting was conducted in California. The Ball State Teachers College, Muncie, Indiana, prepared tests for a state-wide survey in practically all commercial subjects, similar to the survey administered in Wisconsin."

Letters have been sent to a number of last

year's state contest chairmen asking them to comment upon the contest conditions in their own states and upon the improvements and changes in rules suggested in this article.

A summary of their statements and recommendations will appear in an early issue of this magazine.

Suggestions from other teachers who have definite recommendations to offer on the subject will be welcome, also. Let's get together and standardize our state tests or contests.



Results of the State Typewriting Contests for 1931

Winners of first and second places in the first-year typewriting events variously described as "Novice Class," "Beginners," "Junior Typewriting," "Typewriting I," "Elementary Typewriting," "First-Year Class," etc.

Group One

Beginning Students

CONTEST	NAME	SCHOOL	NET WORDS	
			ERRORS	A MINUTE
Illinois	Austin, Rachel	Wellington (Class B)	*	69.6
Illinois	Groziak, Peter	Benld (Class B)	*	68.4
Missouri	Salzer, Marjorie	Monett	23	68.1
Utah	Peterson, Anna	Richfield	11	68
Iowa	Wooff, Anne	Logan	4	67.74
Missouri	Davis, Maxine	Clinton	23	66.57
Iowa	Welch, Mary	Carroll	15	66.53
Illinois	Turner, Bernice	Harrisburg (Class A)	*	66.4
Ohio	Donley, Jack	John Hay, Cleveland (Class A)	22	64.5
Illinois	Parks, Anna	Harrisburg (Class A)	*	63.5
Ohio	Jedauskas, Helen	John Hay, Cleveland (Class A)	21	60.9
Wyoming	Scott, Walter	Gillette	13	60.7
Indiana	Hauder, Roberta	Goshen (Class B)	12	60.47
Wyoming	Sundin, Ralph	Rawlins	19	59.8
Massachusetts	Ricci, Ida	Agawam	12	58.4
South Dakota	Bender, Frances	Eureka Lutheran Academy (Class A)	15	58.09
Michigan	Laman, Marian	Marlette	12	57.5
Indiana	Metz, Gertrude	Boonville (Class B)	24	57.33
North Dakota	Eckes, Magdaline	Dickinson	16	56.97
South Dakota	LaMont, Merle	Brookings (Class A)	13	56.9
Colorado	Bird, Paul	Wiley	12	56
Michigan	Ryan, Eleanor	Hancock	18	55.97
Nevada	Blundell, Anna	Sparks	*	55.8
Ohio	Edwards, Dora	Toronto (Class B)	6	55.4
Indiana	Griffith, Richard	Martinsville (Class A)	19	55
North Dakota	Brunsvold, Maurine	Ray	19	54.8
Ohio	Wingard, Jane	Montpelier	19	53.5
Nevada	Bachman, Anna	Carson	*	53.2
Colorado	Watkins, Mildred	St. Francis de Sales	19	53
New Mexico	Gustafson, Jeanette	Las Cruces	*	52.78
Indiana	Wriah, Helen	Huntington Township (Class A)	26	52.06
New Mexico	Boutz, Frances	Las Cruces	*	51.13
South Dakota	Junek, Pearl	Spearfish (Class B)	16	50.2
Florida	Thompson, Mildred	Miami	15	50
South Dakota	Miller, Maurine	Edgemont (Class B)	11	49.89
New York	Manson, Maude	Peekskill	*	49.8
New York	Odell, Grace	Wappinger Falls	*	49.6
Utah	Cloward, Ruth	Richfield	27	49
South Carolina	Lec, Elizabeth	Florence	15	48.33
Florida	Codwin, Wava	Avon Park	8	48
Virginia	Jones, Edith	Winchester	11	47.9
Massachusetts	O'Connor, Francis	Agawam	14	47.6
Virginia	Schaefer, Mary	Cape Charles	11	47.4
South Carolina	Willard, Johnnie	Florence	18	45.66
New Jersey	Norman, Helena	Egg Harbor City	13	44.7
New Jersey	Goddard, Betty	Elizabeth	17	42.4

* No record of errors given in the official report.

Group Two

Beginning Teams

CONTEST	SCHOOL	NET WORDS A MINUTE
Illinois	Wellington (Class B)	65.4
Iowa	Pella	63.09
Iowa	Carroll	62.9
Illinois	Harrisburg (Class A)	62.5
Illinois	Benld (Class B)	60.2
Illinois	Monmouth (Class A)	59
Indiana	Huntington Township (Class A)	48.62
Indiana	Winchester (Class B)	48.31
Indiana	Mishawaka (Class A)	47.22
Indiana	Attica (Class B)	46.93
New York	Peekskill	44
Virginia	Cape Charles	43
New Jersey	Park Ridge	38.3
New Jersey	Egg Harbor City	38.18
New York	Wappinger Falls	37.8
Virginia	Newport News	36

Group Three

Advanced Students

Winners of first and second places in the second-year typewriting events, variously described as "Amateur," "Typewriting II," "Advanced Typewriting," "Senior Typewriting," and "Second-Year Typewriting"

CONTEST	NAME	SCHOOL	ERRORS	NET WORDS A MINUTE
Missouri	Hoefer, Eileen	Clayton	7	83.08
Utah	Poulson, Lorna	Richfield	13	81
Ohio	Epstein, Evelyn	Cleveland Heights (Class A)	12	80.5
Wyoming	Tarver, Helen	Gillette	12	80.3
Ohio	Berman, Ruth	Cleveland Heights (Class A)	"	79.4
Illinois	Butler, Minnie	Hillsboro (Class B)	"	78.4
Massachusetts	Broggi, Norma	Agawam	20	78.4
Iowa	Metter, Dorothy	Fort Dodge	14	76.13
Missouri	Williamson, Mary	Unionville	"	75.82
Illinois	Smith, Zelda	Minonk (Class A)	"	74.7
Iowa	Johnson, Elna	Alta	14	74.4
Colorado	Henderson, Grace	Ft. Collins	"	74
Utah	Neilson, June	Richfield	12	73
Illinois	Cary, Emerald	Rock Falls (Class B)	"	72.7
Michigan	Dean, Marguerite	Owosso	17	72.68
Illinois	Johnson, Freda	Martinsville (Class A)	"	71
Wyoming	Cook, Elaine	Evanston	28	70.4
Colorado	Rodekohr, Loreen	Brighton	"	70
New Mexico	Marr, Louise	Deming	"	69.79
Michigan	Tidey, Evelyn	Kalamazoo	10	69.7
Ohio	Burkle, Catherine	Bridgeport (Class B)	31	68.9
North Dakota	Tvenstrup, Rose	Valley City	16	66.46
Ohio	Falknor, Mary	Covington (Class B)	2	66.2
Indiana	Wilson, Elizabeth	LaPorte (Class A)	"	65.47
Indiana	Horein, Pearl	Mishawaka (Class A)	22	65.24
New Mexico	Rigney, Elsie Raye	Las Cruces	"	64.7
Massachusetts	Meyer, Louise	Agawam	12	64.7
South Carolina	Sills, Earl	Batesburg-Leesville	12	62.85
Indiana	Steiner, Lois	Lincoln (Plymouth) (Class B)	16	62.57
North Dakota	Holmes, Betty	Casselton	17	62.36
South Carolina	Goodale, Emily	Camden	11	61.4
Florida	Wright, Carlyle	Andrew Jackson High	9	61
South Dakota	Krueger, Harold	Ipawich (Class B)	21	60.33
Nevada	Duke, Dorothea	Elko	"	60.3
Indiana	Pride, Olive	Washington (Class B)	"	59.4
South Dakota	Boyd, Ardith	Centerville (Class B)	23	59.4
Florida	Offenberg, Martin	Andrew Jackson High	7	58
South Dakota	King, Opal	Lead (Class A)	"	57.9
South Dakota	Hansen, Alice	Yankton (Class A)	9	56.36
New York	Lawrence, Ruth	Poughkeepsie	"	55.6
Virginia	Simpson, Annie	Alexandria	35	54.2

* No record of errors given in the official report.

CONTEST	NAME	SCHOOL	ERRORS	NET WORDS A MINUTE
New Jersey	Bald, Doris	Collingswood	20	53.7
Nevada	Greenfield, Betty	Reno	*	52.9
New Jersey	Widenor, Mary	Belvidere	10	52.7
New York	Neshit, Mildred	Hamburg	*	51.6
Virginia	Nicholas, Rodney	South Norfolk	25	51

Group Four

Advanced Teams

CONTEST	SCHOOL	NET WORDS A MINUTE
Illinois	Marseilles (Class B)	73.4
Illinois	Fisher (Class B)	71.6
Iowa	Fort Dodge	68.03
Illinois	Gilman (Class A)	66.8
Iowa	Sigourney	66.51
Illinois	Pontiac (Class A)	63.3
Indiana	Mishawaka (Class A)	61.92
Indiana	LaPorte (Class A)	60.98
Indiana	Washington (Class B)	55.62
Indiana	Jefferson (Lafayette) (Class B)	53.89
New Jersey	Fort Lee	46.83
New Jersey	Park Ridge	46.57
Virginia	Newport News	41
Virginia	Charlottesville	40.6
New York	Whitesboro	32.1
New York	Vocational High, Syracuse	30.7

Group Five

Unlimited

Winners of first and second places in the "Free-for-all" events, variously reported as "Amateur," "Unlimited," etc.

CONTEST	NAME	SCHOOL	ERRORS	NET WORDS A MINUTE
Michigan	Kimmel, Ann	Royal Oak	1	98.99
Michigan	Schimelfenig, Frieda	Wyandotte	3	97.28
Utah	Seegmiller, Marjorie	Richfield	5	97
Ohio	Werman, Alma	West Technical, Cleveland	11	96.8
Ohio	Kleinmyer, Lucy	West Technical, Cleveland	22	89.8
Illinois	Butler, Minnie	Hillsboro	"	78
Illinois	Cerveney, D.	Marseilles	*	74
Indiana	Hysom, Doris	Ball State	11	73.07
Utah	Gunther, Marcilla	Lehi	10	73
New Jersey	Luks, Jennie	Rahway	28	70.1
New Jersey	Callahan, Marguerite	Leonardo	9	65.7
Indiana	Topfer, Dora	Peru	27	65.46

Group Six

Miscellaneous

THREE SEMESTERS

CONTEST	NAME	SCHOOL	ERRORS	NET WORDS A MINUTE
Michigan	Warner, Sophie	Ecorse	17	67.33
Michigan	Ironside, Mary	Royal Oak	"	61.7

THIRD YEAR

Massachusetts	Ham, Phyllis	Shrewsbury	19	75
Massachusetts	Wilson, Lorraine	Agawam	13	74.1

BUSINESS SCHOOL (7 Months)

Florida	Peeler, Marguerite	Haddock Business University	17	48
Florida	Wrigley, Regina	Haddock Business University	26	46

* No record of errors given in the official report

UNLIMITED TEAMS

CONTEST	SCHOOL	NET WORDS A MINUTE
Michigan	Wyandotte	73.72
Michigan	Sturgis	70.32
New Jersey	Leonardo	56.9
New Jersey	Rahway	50.3

Results of the State Shorthand Contests for 1931

The winners of the first three places in the individual and team events are given.

Group One

60 Words a Minute—First-Year Students

DATE	CONTEST	PLACE	NAME	HIGH SCHOOL	PER CENT ACCURACY
4-25	Colorado	Greeley	Mary E. French	Greeley	100
4-25	Colorado	Greeley	Thelma Rogers	Huerfano County	100
4-25	Colorado	Greeley	Dorothea Williams	Lamar	100
5-13	Massachusetts	Boston	Norma Broggi	Agawam	100
5-1	Missouri	Columbia	Mabel Drake	Sedalia	100
5-1	New Jersey	Elizabeth	Marion Guis	Egg Harbor City	100
5-1	New Jersey	Elizabeth	Reta Kirch	Hillside	100
5-1	New Jersey	Elizabeth	Edith Patten	Park Ridge	100
5-1	New Jersey	Elizabeth	Margaret Repka	Hillside	100
5-16	New York	Syracuse	Rita Coon	Vocational, Syracuse	100
5-23	North Dakota	University	Myrtle Bakken	Hannaford	100
5-23	North Dakota	University	Pauline Wilensky	Devils Lake	100
4-25	Colorado	Greeley	Elaine Johnson	St. Francis de Sales, Denver	99.7
5-13	Massachusetts	Boston	Dorothy Burlingham	North Adams	99.7
5-23	North Dakota	University	Gladys Altman	Dickinson	99.7
5-23	North Dakota	University	Doris Cowell	Grand Forks	99.7
5-23	North Dakota	University	Helen Mae Jensen	Fargo	99.7
5-23	North Dakota	University	Ruby E. Sanders	Ray	99.7
4-23	South Dakota	Aberdeen	Elizabeth Selmsner	Watertown	99.7
5-1	Missouri	Columbia	Marjorie Ordway	Marshall	99.6
5-1	Missouri	Columbia	Lora Pollard	Columbia	99.6
5-1	Missouri	Columbia	Bertram Waster	Kansas City	99.6
4-25	Colorado	Greeley	Marjorie Frobes	Longmont	99.4
5-13	Massachusetts	Boston	Bernice Merrill	Agawam	99.3
4-23	South Dakota	Aberdeen	Margaret Boughton	Huron	99.3
5-9	Virginia	Fredericksburg	Mary C. Sterling	Cape Charles	99.3
5-22	New Jersey	Elizabeth	Florence Adain	Leonardo	99
5-22	New Jersey	Elizabeth	Richard Buhrman	Hamilton Township	99
5-16	New York	Syracuse	Roberta Foreman	Central, Syracuse	99
4-23	South Dakota	Aberdeen	Florence Smith	Artesian	99
5-9	Virginia	Fredericksburg	Marvin Barnes	Cape Charles	99
5-9	Virginia	Fredericksburg	Phyllis Alden	Newport News	98.7
5-9	Virginia	Fredericksburg	Christine Breeden	Manassas	98.7
5-9	Virginia	Fredericksburg	Dorothy Satchell	Newport News	98.7
5-1	New Mexico	Las Vegas	Margaret Sherrill	Deming	98.6
5-16	New York	Syracuse	Elsie Mather	Cazenovia	98.5
5-22	New Jersey	Elizabeth	Katherine Hampton	Collingswood	98
5-22	New Jersey	Elizabeth	Anna Wilson	Hillside	98
5-1	New Mexico	Las Vegas	Bertha Vanderford	Albuquerque	97.8

Group Two

60 Words a Minute—First-Year Teams

DATE	CONTEST	PLACE	HIGH SCHOOL	PER CENT ACCURACY
5-16	New York	Syracuse	Vocational, Syracuse	99.5
5-22	New Jersey	Elizabeth	Hillside	99.3
5-9	Virginia	Fredericksburg	Cape Charles	98.6
5-9	Virginia	Fredericksburg	Newport News	98
5-22	New Jersey	Elizabeth	Collingswood	97.6
5-9	Virginia	Fredericksburg	Lynchburg	97.1
5-22	New Jersey	Elizabeth	Leonardo	97
5-16	New York	Syracuse	Schenectady	90.5
5-16	New York	Syracuse	Cazenovia	88.5

Group Three

70 Words a Minute—First-Year Students

DATE	CONTEST	PLACE	NAME	HIGH SCHOOL	PER CENT ACCURACY
5-15	Illinois	Normal	Florence Hochmuth	Staunton	100
5-9	Ohio	Bowling Green	Ethel Springborn	Cleveland	100
5-9	Ohio	Bowling Green	Helen Burke	Cleveland	100
5-9	Ohio	Bowling Green	Mary Maxwell	Wapakoneta	100
5-9	Ohio	Bowling Green	Martha Holly	Cleveland	99.7
4-25	Indiana	Muncie	Hilda K. Kuhn	Greensburg	99.5
5-23	Michigan	Kalamazoo	Georgia Atkinson	Millington	99.4
5-23	Michigan	Kalamazoo	Mary Nash	Benton Harbor	99.4
5-23	Michigan	Kalamazoo	Shirley Nunn	Rochester	99.1
4-25	Indiana	Muncie	Lucile Kennedy	Martinsville	99.1
4-25	Indiana	Muncie	Genevieve Kubiniec	La Porte	99.1
5-15	Illinois	Normal	Marie Schottman	Effingham	99
5-15	Illinois	Normal	Evelyn Sands	Monmouth	99
5-15	Illinois	Normal	Hazel McDowell	Harrisburg	99
5-9	Ohio	Bowling Green	Anna Gibson	Bowling Green	98.5
5-9	Ohio	Bowling Green	Edith Heckman	Miamisburg	98.5
5-23	Michigan	Kalamazoo	Jay Moulton	Cadillac	98.3

Group Four

70 Words a Minute—First-Year Teams

DATE	CONTEST	PLACE	HIGH SCHOOL	PER CENT ACCURACY
4-25	Indiana	Muncie	La Porte	99.2
5-15	Illinois	Normal	Effingham	99
5-15	Illinois	Normal	Harrisburg	98.8
5-15	Illinois	Normal	Dixon	98.3
4-25	Indiana	Muncie	Martinsville	97
4-25	Indiana	Muncie	Michigan City	96.8

Group Five

80 Words a Minute—First-Year Students

DATE	CONTEST	PLACE	NAME	HIGH SCHOOL	PER CENT ACCURACY
3-27	Utah	Provo	Cleone Adams	Davis	99.8
3-27	Utah	Provo	Vionne Anderson	Richfield	99.4
3-27	Utah	Provo	June Mitchell	Provo	99.4

Group Six

80 Words a Minute—Second-Year Students

DATE	CONTEST	PLACE	NAME	HIGH SCHOOL	NET WORDS ACCURACY
5-13	Massachusetts	Boston	Helen Bergstrom	Shrewsbury	99.8
5-13	Massachusetts	Boston	Mildred Bresnahan	Scituate	99.8
5-13	Massachusetts	Boston	Evaline Mitchell	Amesbury	99.8
5-9	Virginia	Fredericksburg	Virginia Gallia	Newport News	99.8
5-23	North Dakota	University	Irene Hirschy	Velva	99.5
5-9	Virginia	Fredericksburg	Fred L. Jones	Lynchburg	99.5
5-9	Virginia	Fredericksburg	Mildred Martin	Petersburg	99.3
5-23	North Dakota	University	Jean Scott	Jamestown	99
5-23	North Dakota	University	Rose C. Tvenstrup	Valley City	99
5-1	South Carolina	Columbia	Sybit Yates	Sumter	99
*5-23	Michigan	Kalamazoo	Hazel VerHey	Holland	98.9
*5-23	Michigan	Kalamazoo	Myra Schwan	Grand Rapids	98.6
*5-23	Michigan	Kalamazoo	Helen White	Holland	98.6
5-23	North Dakota	University	Lee Valborg	Grand Forks	98.3
5-22	New Jersey	Elizabeth	Erna Sidke	Irvington	98

* 3 Semesters

DATE	CONTEST	PLACE	NAME	HIGH SCHOOL	PER CENT ACCURACY
5-1	South Carolina	Columbia	Jeanne Halsted	Sumter	98
5-1	South Carolina	Columbia	Martha Susan Briggs	Laurens	97.3
5-1	South Carolina	Columbia	Ruby Brownlee	Laurens	97.3
*5-23	Michigan	Kalamazoo	Virginia Trombley	Grosse Pointe	96.9
5-22	New Jersey	Elizabeth	Elsie Hoffman	Paterson	96
5-22	New Jersey	Elizabeth	Frances Knaus	Bound Brook	96
5-22	New Jersey	Elizabeth	Muriel Roeser	Hasbrouck Heights	95

* 3 Semesters

Group Seven

80 Words a Minute—First-Year Teams

DATE	CONTEST	PLACE	HIGH SCHOOL	PER CENT ACCURACY
3-27	Utah	Provo	Provo	99.1
3-27	Utah	Provo	Davis	98.3
3-27	Utah	Provo	Richfield	97.3

Group Eight

80 Words a Minute—Second-Year Teams

DATE	CONTEST	PLACE	HIGH SCHOOL	PER CENT ACCURACY
5-9	Virginia	Fredericksburg	Alexandria	99
5-9	Virginia	Fredericksburg	Petersburg	98.8
5-9	Virginia	Fredericksburg	Newport News	98.7
5-1	South Carolina	Columbia	Sumter	97.7
5-1	South Carolina	Columbia	Laurens	95.6
5-22	New Jersey	Elizabeth	Trenton Senior	93
5-22	New Jersey	Elizabeth	Hasbrouck Heights	91
5-22	New Jersey	Elizabeth	Collingswood	89.7
5-1	South Carolina	Columbia	Camden	89.4

Group Nine

90 Words a Minute—Second-Year Students

DATE	CONTEST	PLACE	NAME	HIGH SCHOOL	PER CENT ACCURACY
5-15	Illinois	Normal	Lola Lowry	Mt. Vernon	100
5-15	Iowa	Des Moines	Mary E. Welch	Carroll	100
5-1	New Mexico	Las Vegas	Kathryn Bigelow	Albuquerque	99.8
5-15	Illinois	Normal	Madeline Miller	West Aurora	99.7
5-15	Illinois	Normal	Mildred Nance	Kankakee	99.7
5-16	New Mexico	Las Vegas	Dorothy Brewer	Albuquerque	99.7
5-15	Illinois	Normal	Pearl Croslin	Champaign	99.3
5-15	Illinois	Normal	Alma McLaughlin	Downers Grove	99.3
5-16	Iowa	Des Moines	Pearl Bernstein	Council Bluffs	98
5-16	Iowa	Des Moines	Erna Hansen	Mason City	98
4-25	Colorado	Greeley	Roberta Bryant	Greeley	97.7
4-25	Colorado	Greeley	Mary Fitzpatrick	St. Francis de Sales, Denver	97.5
4-25	Colorado	Greeley	Marjorie Wilcox	Fort Collins	96.9
4-11	Florida	Daytona	George Ragan	Sarasota	96.8
4-11	Florida	Daytona	Betty Sobel	Andrew Jackson, Jacksonville	96.6
4-11	Florida	Daytona	Mary Dean Fowler	Miami	95.3
5-16	New York	Syracuse	Natalie Woodruff	Syracuse	92.5
5-16	New York	Syracuse	Helen Hamm	Hudson	91
5-16	New York	Syracuse	Beatrice Lanich	Orchard Park	90.5

Group Ten

90 Words a Minute—Second-Year Teams

DATE	CONTEST	PLACE	HIGH SCHOOL	PER CENT ACCURACY
5-15	Illinois	Normal	Champaign	99.1
5-15	Illinois	Normal	Decatur	98.3
5-15	Illinois	Normal	West Aurora	98.2
5-16	Iowa	Des Moines	Council Bluffs	97.3
5-16	Iowa	Des Moines	Mason City	96.5
5-16	Iowa	Des Moines	Winterset	92.7
5-16	New York	Syracuse	Watertown	82.7
5-16	New York	Syracuse	Vocational, Syracuse	79.5
5-16	New York	Syracuse	Nottingham, Syracuse	77.3

Group Eleven

90 Words a Minute on Literary Matter; 100 Words a Minute on Business Letters
Average Grade on the Two Takes—Second-Year Students

DATE	CONTEST	PLACE	NAME	HIGH SCHOOL	PER CENT ACCURACY
4-25	Indiana	Muncie	Ross F. Lockridge	Bloomington	99.5
4-25	Indiana	Muncie	Gladys Swain	Michigan City	99.5
4-25	Indiana	Muncie	Norma K. Abbott	Anderson	98.4

Group Twelve

90 Words a Minute on Literary Matter; 100 Words a Minute on Business Letters
Average Grade on the Two Takes—Second-Year Teams

DATE	CONTEST	PLACE	HIGH SCHOOL	PER CENT ACCURACY
4-25	Indiana	Muncie	Michigan City	98.5
4-25	Indiana	Muncie	Huntington	97.3
4-25	Indiana	Muncie	Bloomington	97.2

Group Thirteen

100 Words a Minute—Second-Year Students

DATE	CONTEST	PLACE	NAME	HIGH SCHOOL	PER CENT ACCURACY
5-9	Ohio	Bowling Green	Lenore Leib	John Hay, Cleveland	100
5-9	Ohio	Bowling Green	Evelyn Paul	West Technical, Cleveland	100
3-27	Utah	Provo	Elma Osguthorpe	Granite	99.9
5-9	Ohio	Bowling Green	Eleanore Cihon	South, Cleveland	99.8
5-9	Ohio	Bowling Green	Eleanor Manwill	East, Cleveland	99.8
5-9	Ohio	Bowling Green	Lora Morris	Bridgeport	99.8
5-9	Ohio	Bowling Green	June Stephens	Eaton	99.8
3-27	Utah	Provo	Mary Stillman	Granite	99.5
3-27	Utah	Provo	Elizabeth Roundy	Richfield	99.4
5-15	Illinois	Normal	Lola Lowry	Mount Vernon	99.3
5-9	Ohio	Bowling Green	Alice Egts	Delphos	99.2
4-23	South Dakota	Aberdeen	Edna B. Thompson	Watertown	99.2
5-23	Michigan	Kalamazoo	Irma Reck	Muskegon	98.9
5-15	Illinois	Normal	Dorothy Graham	Wheaton	98.7
5-15	Illinois	Normal	Sylvia Meyer	Thornton	98.7
5-15	Illinois	Normal	Margaret Schimmel	Pittsfield	98.7
4-23	South Dakota	Aberdeen	Frances Mathews	Mobridge	98.6
5-15	Illinois	Normal	Signe Larson	Morgan Park	98.3
5-15	Illinois	Normal	Mildred Nance	Kankakee	98.3
5-13	Massachusetts	Boston	Sophie Kokernak	Webster	98.2
5-13	Massachusetts	Boston	Yvonne Lizzotte	Webster	98.2
5-13	Massachusetts	Boston	Bertha Redonnett	Needham	98.2
5-23	Michigan	Kalamazoo	Gertrude Mathes	St. Clair Shores	98
5-1	Missouri	Columbia	Dorothy Stinson	Brookfield	97.4
4-23	South Dakota	Aberdeen	Esther Hamann	Sioux Falls	97.4
5-23	Michigan	Kalamazoo	Mae Ferguson	Coldwater	96.9
5-1	South Carolina	Columbia	Jeanne Halsted	Sumter	96.6
5-1	Missouri	Columbia	Georgia Bush	Nevada	96.4
5-1	Missouri	Columbia	Helen Dayhoff	Kansas City	96.2
5-1	South Carolina	Columbia	Sybil Yates	Sumter	96.2
3-26	Wyoming	Laramie	Myrtle Cluster	Laramie	96
3-26	Wyoming	Laramie	Angela Kershishnick	Rock Springs	94.6
3-26	Wyoming	Laramie	Gretchen Smith	Casper	93.3
5-1	South Carolina	Columbia	Mary Owens	Sumter	93.2
5-22	New Jersey	Elizabeth	Theodora Epp	Irvington	89
5-22	New Jersey	Elizabeth	Aileen Porter	Trenton	88
5-22	New Jersey	Elizabeth	Helen Friedman	Trenton	87

Group Fourteen

100 Words a Minute—Second-Year Teams

DATE	CONTEST	PLACE	HIGH SCHOOL	PER CENT ACCURACY
3-27	Utah	Provo	Richfield	99.3
3-27	Utah	Provo	Provo	98.8
5-15	Illinois	Normal	Champaign	98.5
3-27	Utah	Provo	Davis	98.3

DATE	CONTEST	PLACE	HIGH SCHOOL	PER CENT ACCURACY
5-15	Illinois	Normal	Thornton	97.4
5-15	Illinois	Normal	East Moline	97
5-1	South Carolina	Columbia	Sumter	95.3
5-1	South Carolina	Columbia	Laurens	87.9
5-22	New Jersey	Elizabeth	Trenton Senior	84
5-22	New Jersey	Elizabeth	Woodbridge	77
5-22	New Jersey	Elizabeth	Plainfield	68.7

Group Fifteen

*100 Words a Minute on Literary Matter; 120 Words a Minute on Business Letters
Average Grade on the Two Takes—Unlimited*

DATE	CONTEST	PLACE	NAME	HIGH SCHOOL	PER CENT ACCURACY
5-25	Indiana	Muncie	Eileen Sullivan	Peru	99.3
5-25	Indiana	Muncie	Leota Sherbondy	Peru	99.1
5-25	Indiana	Muncie	Dorothy White	Ball State	98.2

Group Sixteen

110 Words a Minute—Second-Year Students

DATE	CONTEST	PLACE	NAME	HIGH SCHOOL	PER CENT ACCURACY
5-16	Iowa	Des Moines	Orra Hanson	Mason City	100
5-16	Iowa	Des Moines	Kathryn Glassburner	Council Bluffs	99
5-16	Iowa	Des Moines	Dorothy Johnson	Missouri Valley	98.3

Group Seventeen

110 Words a Minute—Second-Year Teams

DATE	CONTEST	PLACE	HIGH SCHOOL	PER CENT ACCURACY
5-16	Iowa	Des Moines	Council Bluffs	97.3
5-16	Iowa	Des Moines	Mason City	97.3
5-16	Iowa	Des Moines	Missouri Valley	96.9
5-16	Iowa	Des Moines	Carroll	96.8

Group Eighteen

120 Words a Minute—Second-Year Students

DATE	CONTEST	PLACE	NAME	HIGH SCHOOL	PER CENT ACCURACY
5-9	Ohio	Bowling Green	Lucy Kleinmyer	West Technical, Cleveland	99.5
5-23	Michigan	Kalamazoo	Janet Carpenter	Battle Creek	99.4
5-9	Ohio	Bowling Green	Ruth Helman	John Hay, Cleveland	99.3
5-23	Michigan	Kalamazoo	Anna Chodnicki	Wyandotte	99.1
5-9	Ohio	Bowling Green	Elvira Ban	John Hay, Cleveland	98.8
5-23	Michigan	Kalamazoo	Margaret A. Vandemark	Owosso	98.3

Luncheon Meeting — October 30, 1931

NORTH EASTERN OHIO COMMERCIAL TEACHERS' ASSOCIATION

HOTEL STATLER, LATTICE ROOM, CLEVELAND, OHIO

"What Does Commercial Training Contribute to Character?"

DOCTOR ROSCOE GILMORE STOTT

Music, Patrick Henry Junior High School

Reservations (\$1.25 the plate) may be addressed to Miss Imogene Pilcher, Secretary
Lincoln High School, Cleveland

Daily Lesson Plans in Gregg Shorthand

By M. E. Zinman, M.A., C.S.R.

Chairman, Shorthand Department, Abraham Lincoln High School, Brooklyn, New York

Roslyn E. Strelsin, B.A. and Elizabeth Friend, B.S. in Commerce

Instructors, Abraham Lincoln High School, Brooklyn, N. Y.

How to Use the Daily Plans

THESE daily plans are based on the sentence method. In presenting the new words the following method is suggested: Suppose you are teaching the word "yacht." Proceed in the following manner:

1. Write on the board the sentence:

On whose yacht are you planning to make that trip?

2. Ask the pupils to read the sentence. They can read every word but "yacht." They are eager to know the new word. You are appealing to a need. (Step 1 in the process of skill building.)

3. You explain the new word and ask the pupils to copy it once. (Step 2—Place the model on the board. Step 3—Copy the model once.)

4. Call attention to the method of writing the word. Ask the students if the *e* is inside the hook, etc. (Step 4—You are giving them a basis for self-criticism.)

5. Dictate the word several times while the students write. (Step 5—Drill.)

6. Now dictate the original sentence three times. (Step 6—Application.)

7. Step 7 is the process of testing. You may dictate another sentence with the same word, or test the knowledge of the word in the summary business letter you will find at the end of each day's plan.

PRESENTATION—Teach as many words as you can through the sentence method. If time is pressing, teach the rest of the words by the word method.

1. Expression of *x* and *xes*.

<i>mix</i>	You seem to <i>mix</i> well with your public.
<i>fix</i>	<i>Fix</i> the chest first; then you may go.
<i>tax</i>	Will I always have to pay that <i>tax</i> ?
<i>mixes</i>	She <i>mixes</i> well with all the people she meets.
<i>fixes</i>	As a favor to me, he <i>fixes</i> anything and everything that needs fixing.
<i>taxes</i>	Have you made an analysis of any part of the <i>taxes</i> ?

2. Expression of *shun*.

<i>mention</i>	I <i>mention</i> this as a matter of good taste.
<i>nation</i>	The <i>nation</i> needs all the <i>taxes</i> it can raise.
<i>mission</i>	I cannot grasp the meaning of the <i>mission</i> you are planning.
<i>diction</i>	I think your <i>diction</i> is very good.
<i>fashion</i>	Do you like the <i>fashion</i> of today?
<i>action</i>	When will the public take <i>action</i> against these businesses?
<i>affection</i>	I have a great <i>affection</i> for my work.
<i>session</i>	Are you planning to plead the matter again at the first <i>session</i> ?
<i>evasion</i>	Your plan is an <i>evasion</i> of the matter.
<i>section</i>	In what <i>section</i> of the meeting hall shall you be sitting?

SUPPLEMENTARY SENTENCES—

<i>las</i>	They seem to be <i>las</i> in getting the <i>taxes</i> .
<i>vex</i>	The census changes will <i>vex</i> her.
<i>flax</i>	She will spin the <i>flax</i> to thread.
<i>six</i>	Six nations will be at the session.
<i>affixes</i>	He <i>affixes</i> his name for his nation.
<i>faction</i>	Each <i>faction</i> vexes the other.
<i>vision</i>	He had <i>vision</i> and therefore was good in business.

ASSIGNMENT—

First column	Second column
Page 1—Brief forms Units 4, 3, 2, 1, Unit 5, twice.	Unit 6 through <i>big</i> , five times.
2—Words Units 4, 3, 2, 1, 5, twice.	Par. 62 through <i>for you</i> , five times.

Seventh Week

Unit 6

FIRST DAY

AIM—(1) To teach the method of expressing *x* and the plural *xes*. (2) To teach the method of expressing the suffix *shun* (*tion*, *sion*).

REVIEW—(1) Dictate words and brief forms most frequently failed on Friday's test. (2) Dictate letter 50, page 11, Progressive Dictation.

- 3—Sentences in class, three times.
4—Letters in class, three times.

Pars. 57, 58, five times.

Words, Units 5, 4, 3, 2, 1.
Sentences in class, three times.
Letters in class, three times.

Pars. 57, 58, 59, five times.

SUMMARY—Letter.

Dear Sir:

Did you go to the meeting of the "Nation" Monday? An analysis of the taxes was made, but²⁰ little action was taken, and there was much evasion. Some of the matter was left for the coming session. I mention⁴⁰ this to you because of your great affection for the cause, and because I like the fashion in which you go after⁶⁰ a task.

Shall you be at the coming meeting? I shall be sitting in the first section.

Yours truly, (78)

SUGGESTION—To enlarge the vocabulary of the student we think it is advisable to teach the days of the week even before they appear in the Manual. We are therefore mentioning a different day in each summary letter.

SECOND DAY

AIM—To teach the method of expressing the past tense after abbreviated words, after *r*, and in all other cases.

REVIEW—Letter. Dictate summary letter of preceding day.

PRESENTATION—

<i>changed</i>	She <i>changed</i> her thesis as a favor to me.
<i>timed</i>	He <i>timed</i> his scheme at the first chance.
<i>liked</i>	She <i>liked</i> the part she had to play.
<i>willed</i>	Nothing was <i>willed</i> to her.
<i>passed</i>	Nothing <i>passed</i> between them.
<i>traced</i>	She <i>traced</i> the error to the workman.
<i>fixed</i>	He <i>fixed</i> the chest this morning.
<i>checked</i>	Have you <i>checked</i> the matter of the taxes for me?
<i>reached</i>	A letter <i>reached</i> me this morning also.
<i>shaped</i>	The desk was <i>shaped</i> in good taste.
<i>praised</i>	He <i>praised</i> the letter in her presence.
<i>mentioned</i>	Nothing was <i>mentioned</i> about the present.
<i>visited</i>	I <i>visited</i> the woman at least once a day.
<i>feared</i>	He <i>feared</i> the taxes would be too much for him to pay.

SUPPLEMENTARY SENTENCES—

<i>glared</i>	They <i>glared</i> at one another.
<i>labored</i>	The women <i>labored</i> all morning.
<i>raced</i>	They <i>raced</i> there to tell him of the letter.
<i>risked</i>	She <i>risked</i> nothing and also got nothing.
<i>shipped</i>	Nothing is to be <i>shipped</i> for the present.
<i>avored</i>	His nation <i>avored</i> this faction.
<i>published</i>	He <i>published</i> a list of their evasions in paying their taxes.
<i>formed</i>	These <i>formed</i> an affection between them.

ASSIGNMENT—

First column	Second column
Page 1—Brief forms, Units 5, 4, 3, 2, 1.	Unit 6, five times, Par. 62, five times.

SUMMARY—Letter.

Dear Sir:

Your letter about the ailing woman reached me this morning. I remember that you mentioned the matter²⁰ to me Tuesday and even at that time you feared a relapse.

I visited her this morning and will see her⁴⁰ again Monday. She praised your work and said that she liked you very much. She feels with me that you are a very great⁶⁰ doctor.

Yours truly, (63)

SUGGESTION—As a help to those pupils who find difficulty in knowing when to use *t* and when to use *d* in expressing the past tense, we suggest the following aid:

T after	D after
k, s, x, p, ch, sh	g, z, b, j, d

If the student will listen carefully, he will hear the *t* sound after *k, s, sh, x, p, ch*, and the *d* sound after *g, z, b, j, d*. Call the attention of the class to the note at the bottom of page 30 before assigning the brief forms. Note also that a *t* is used after the short letters *k, p, sh, ch*, and that *d* is used after the long letters *g, b, j*, and *d*.

THIRD DAY

AIM—To teach the use of brief forms as prefixes or as a part of another word.

REVIEW—Letter. Dictate summary letter of preceding day.

PRESENTATION SENTENCES—

<i>almost</i>	She checked <i>almost</i> all of the work.
<i>income</i>	Her <i>income</i> will be the same as his.
<i>increase</i>	She will get an <i>increase</i> in salary soon.
<i>instead</i>	<i>Instead</i> of playing she visited the sick woman.
<i>ago</i>	I gave her the present three days <i>ago</i> .
<i>inform</i>	Will you <i>inform</i> her at least of my name.
<i>begin</i>	I shall remain still until you tell me to <i>begin</i> .
<i>began</i>	She <i>began</i> the work without informing me.
<i>handle</i>	Who got the <i>handle</i> for you?
<i>forgot</i>	The woman <i>forgot</i> to give me her name.
<i>forgive</i>	When she has time to think about it she will <i>forgive</i> you.
<i>formal</i>	She is very <i>formal</i> in her teaching.
<i>anyone</i>	<i>Almost anyone</i> who begs can get money from her.
<i>overwork</i>	I still think it was <i>overwork</i> that made her sick.
<i>undergo</i>	Did you <i>undergo</i> much pain when you were ill?

SUPPLEMENTARY SENTENCES—

<i>invade</i>	They will <i>invade</i> the session so that action will be taken about the taxes.
<i>beneath</i>	I will place my name <i>beneath</i> hers.
<i>betray</i>	You must never <i>betray</i> your nation.
<i>foretell</i>	A good business man should be able to <i>foretell</i> the future.
<i>foresee</i>	Can you <i>foresee</i> trouble between the nations?
<i>forecast</i>	The business <i>forecast</i> is a good one.
<i>overtime</i>	They all worked <i>overtime</i> to finish the task.
<i>overcharge</i>	Did the woman <i>overcharge</i> you?
<i>overhear</i>	Can you <i>overhear</i> his name?
<i>undersell</i>	This place will <i>undersell</i> any other in the city.
<i>undertake</i>	I will not <i>undertake</i> this mission.
<i>underpay</i>	She labored so that they might not <i>underpay</i> her.

ASSIGNMENT—

First column	Second column
Page 1—Brief forms, Units 5, 4, 3, 2, 1.	Pars. 60, 62, five times.
2—Words, Units 5, 4, 3, 2, 1. Pars. 57, 58, twice.	Pars. 59, 61, five times.
3—Sentences in class, three times.	
4—Letters in class, three times.	

SUMMARY—Letter.

Dear Sir:

Will you inform me if I may begin working for you soon? My income at the present time is under-going²⁰ a great change and I am in need of money. I can handle almost anything and I am not in any⁴⁰ fear of overwork.

Instead of asking for the salary I should like, I shall leave it to you.

May I hear⁶⁰ from you by Wednesday?

Yours truly, (66)

FOURTH DAY

AIM—(1) To test the knowledge of brief forms of Unit 5 and 6. (2) To give dictation practice. (3) To develop transcription ability. (4) To overcome any particular difficulties of Unit 6 in preparation for tomorrow's test.

REVIEW—Letter. Dictate summary letter of preceding day.

TEST MATERIAL—(1) Twenty-five brief forms of Unit 6, 15 brief forms of Unit 5 (those most frequently failed on last week's brief forms test). (2) Letter 8, page 18, Bisbee's "Dictation for Beginners"—to be marked for transcription only. Spelling to be counted a full error.

—or substitute for (1) and (2)—

Test on Unit 6 from Rollinson's "Diagnostic Testing and Remedial Teaching of Gregg Shorthand."

(3) Dictation and Oral Transcription, letters 58, 59, and 60, page 14 "Progressive Dictation."

ASSIGNMENT—

First column	Second column
Page 1—Brief forms, Units 5, 4, 3, 2, 1.	Pars. 60, 62, five times.
2—Words, Units 5-1, Pars. 57, 58, twice.	Pars. 59, 61, five times.
3—Be prepared to read Par. 63, page 32, at 80 words a minute and write shorthand outlines twice.	
4—Speed Studies, Pars. 31, 32, 33, 34, three times.	

FIFTH DAY

AIM—(1) To test knowledge of Unit 6. (2) To give dictation practice. (3) To develop transcription ability. (4) To develop ease in writing.

FACILITY DRILL—Dictate material assigned in Gregg Speed Studies.

TEST MATERIAL—(1) Five brief forms, 35 words, Unit 6, to be marked for shorthand and transcription. (2) Letter 10, page 18, "Dictation for Beginners," dictated at 25 words a minute—to be marked for transcription only. Spelling a full error.—or—

Remedial work on Rollinson's Diagnostic Test. (Drill on words written incorrectly.)

(3) Board Work—Dictate "Writing Practice," page 33, Manual. Check outlines for legibility and correctness of theory.

ASSIGNMENT—This is left to the discretion of the individual teacher.

SUGGESTION—As a variation we are suggesting board work for the writing practice which comes only once in three weeks.

Eighth Week

Unit 7

FIRST DAY

AIM—To present and drill on the use of the o-hook in its normal position.

REVIEW—Brief Forms. Dictate brief forms of Units 6 and 5.

PREVIEW SENTENCES—Note: These sentences are called preview sentences because in addition to containing review words, presented in the preceding unit, they also have words that serve as an introduction to what is about to be taught. These introductory words have been italicized.

Most of this faction will not be overworked by any of the big business people.

Almost all of these men always go to that section of the country.

This letter and *also* his presence *was* traced to your having changed your affection for the cause.
What did you tell the woman your name *was*?
Almost half of these people labored until very late and were very much *overworked*.

Call special attention to the words italicized, and then dictate again.

PRESENTATION SENTENCES—(1)
 By stressing the three sounds of the *o*-hook used in the preview sentences (*over*, *most*; *all*, *always*; *of*, *was*) and also the one in each presentation sentence, the teacher will prepare the students for the new material (Law of Readiness). For instance, in the first sentence the *o* sound used in the word *know* is also used in the brief form *most*, and this brief form is familiar to the students.
(2) Words which can not be taught in sentences, because of lack of time, may be taught as individual words.

(a) Long-*o* sound.

<i>know</i>	Most of them <i>know</i> that there is nothing more to be mentioned about it.
<i>road</i>	They also feared that this <i>road</i> would not be finished by the next morning.
<i>open</i>	Can you tell me when this road will be fixed and <i>open</i> to the public?
<i>show</i>	He reached here in time to <i>show</i> me the increase in salary he was given.
<i>broken</i>	They feared that this <i>broken</i> machine would soon cause another delay.

(b) Short-*o* sound.

<i>occur</i>	The delay will not <i>occur</i> if between the two of them they help fix it.
<i>box</i>	He gave me that <i>box</i> but did not like me to mention it to you.
<i>solemn</i>	He raced and got there in time for this very <i>solemn</i> occasion.
<i>sorry</i>	I am very <i>sorry</i> that you were not visited and praised by that woman this morning.
<i>loss</i>	The <i>loss</i> of the safety box was still not mentioned to Mr. Jones.

(c) Intermediate-*o* sound.

<i>saw</i>	I <i>saw</i> all of this section instead of part of this one and part of the one at the mission.
<i>law</i>	The <i>law</i> section of this session will last until the next morning.
<i>caught</i>	They still have not <i>caught</i> the man who had broken the law.
<i>taught</i>	They were <i>taught</i> all there is to <i>know</i> about the law.
<i>talk</i>	This letter says nothing about when he will <i>talk</i> to these people.

SUPPLEMENTARY WORDS—

Long O	Intermediate O	Short O
slow	ought	lot
wrote	auto	solid
load	bought	job
notice	ball	shop
fellow	raw	coffee
folks	sought	off
	abroad	model

ASSIGNMENT—

First column	Second column
Page 1—Brief forms, Units 6-1.	Par. 69 through <i>believe</i> , seven times.
2—Words, Units 6, 5, once.	Speed Studies 34, once.
3—Sentences in class, three times.	Par. 66, four times.
4—Letters in class, three times.	Speed Studies, Par. 40, 41, 43, 44, three times.

SUMMARY—(1) Sentences.

I *know* that they will publish this matter again.
 I will *show* you where the *open* road begins.
 I *saw* the man, who had *broken* the law, as they *caught* him.
 Mr. Jones is *sorry* that he will not be able to *talk* in favor of this system.
 It did not *occur* to Paul that the *loss* of the box would *also* mean the *loss* of his job.

(2) Letter.

Dear Sir:

It seems to me that you *ought* to *know* the law in the case you mentioned in your last letter. If your *auto*²⁰ is not *broken*, *hop* in it and come *over* to my *hotel*, and then you can tell me *what* occurred. Mr. Jones⁴⁰ unhappy *occurrence* *ought* to have *taught* you *what* happens when people are *slow* in *closing* these cases.

Yours truly, (60)

SUPPLEMENTARY DICTATION—(1)
 Bisbee's "Dictation for Beginners," page 21, sentences 1-5. (2) Wilson's "Progressive Dictation," page 17, Par. 66.

NOTE.—In order to provide for continuous review, the preview sentences contain review words from Unit 6, the presentation sentences contain review words from Unit 6, and the summary sentences and letter contain review words from Units 5 and 4.

SECOND DAY

AIM—To review the use of the *o*-hook and to add to the students' shorthand vocabulary new words employing it.

REVIEW—Brief Forms. Dictate brief forms of Unit 6 and those of Unit 7 assigned for today.

PREVIEW SENTENCES—Based on the brief forms and words presented yesterday.

He told the doctor that I said that I *know* the speed *law* on this *auto* *road* and should therefore *talk* for him and *show* where the crash *occurred*.

Upon your order I will *open* the *box*, but it will be your *loss* if it be *broken* when you want it again.

I *saw* the *solemn* girl who went to the doctor and told him your belief about the small scratch you had on your hand.

That *fellow* has one of those *solid* *model* *autos* and I *notice* that he goes *abroad* in it all the time.

When the *loss* of the *box* of *raw* *coffee* was told him he was not very glad that he went to Erie without checking upon it.

PRESENTATION SENTENCES — In these sentences three difficult phases of the *o*-hook joining are reviewed: *O*-hook joined to downward characters; *o*-hook between *s*, *f*, *v*, *p*, *b*, and following *k* or *g*; the combination *so*.

(1) *O*-hook joined to downward characters.

<i>job</i>	I told him I wanted that <i>job</i> in order to study law at the same time.
<i>bought</i>	I <i>bought</i> a small lot of <i>coffee</i> before I went to the country.
<i>shop</i>	This <i>shop</i> was ordered closed by the city clerk, but I believe it will open again before the slow season.
<i>'phone</i>	If you will <i>'phone</i> your order I will see that you get it even though it is a small lot of goods.

(2) *O*-hook between *s*, *f*, *v*, *p*, *b*, and a following *k* or *g*.

<i>folks</i>	The <i>folks</i> went to the country in the closed model auto with Dr. Roe and his small girl.
<i>vogue</i>	She liked the <i>vogue</i> of going to the hotel for tea during the day.
<i>poke</i>	She was glad that the <i>vogue</i> of having " <i>poke hats</i> " would be back this fall.
<i>soak</i>	If you <i>soak</i> the <i>coffee</i> it will not be good and you will have to throw it to the dog.

(3) The combination *so*.

<i>so</i>	I hope you will do <i>so</i> , since it will save me the trip abroad.
<i>sorrow</i>	I do not believe that his <i>sorrow</i> was so very great.
<i>soft</i>	The dog wanted to play on the <i>soft</i> snow.
<i>sober</i>	His solemn and <i>sober</i> note made the man <i>'phone</i> in order to check his sales for the day.
<i>sought</i>	You <i>sought</i> to know the law in this case so that you may handle it without me, is that it?

SUPPLEMENTARY WORDS—O-Hook.

Long O	Intermediate O	Short O
low	shawl	often
note		hog
blow		folly
noted		
hotel		
soul		
snow		
notion		
motion		
close		
nope		

ASSIGNMENT—

First column	Second column
Page 1—Brief forms and phrases, Units 6-1.	Unit 7, seven times.
2—Words, Units 6, 5, 4.	Par. 66, seven times.
3—Sentences in class, three times.	Speed Studies, Pars. 41, 43, 44, three times.
4—Letters in class, three times.	

SUMMARY—(1) Sentences based on presented words and review words and brief forms of Unit 5.

I think that the *job* you *sought* in this *shop* will always be part of this system of business.
The *folks* *bought* the *soft* *poke* hat by *'phone*, but when it came they did not want it.
The lot of *coffee* you *bought* in that *noted* *shop* was not very good even though it is the *vogue* to *shop* there.
This vast business was *bought* by the man who ran the *hotel* at Erie.
These leases will raise a case at *law*, and I *know* the very man to handle it for you.

(2) Letter based on presented words and review words and brief forms of Unit 4.

Dear Sir:

It is with great grief that I *wrote* you of the *loss* of Mr. *Jones' hotel* and *coffee shop*. I therefore²⁰ cannot see the reason for your delaying the task of getting it back for him. If you cannot do anything⁴⁰ there are other *folks* who have *sought* this *job* for the past three weeks.

Please let me hear from you about this matter.

Yours truly, (60)

SUPPLEMENTARY DICTATION—(1) Bisbee's "Dictation for Beginners," pages 21-22, sentences 6-14. (2) Wilson's "Progressive Dictation," page 17, Pars. 66, 67.

THIRD DAY

AIM—To present and drill on the use of the *o*-hook on its side before *n*, *m*, *r*, or *l*.

REVIEW—Brief Forms. Dictate brief forms of Units 6 and 7.

PREVIEW SENTENCES—Based on the brief forms and words presented yesterday and words introducing the material to be taught today.

I am *sorry* that he went to order that small *closed* model auto.
He told the girl over the *'phone* that he wanted a *solid*, *broad* desk.
It is my belief that he will make a *motion* to *close* the order when he *notices* his *loss*.
I have *shown* that upon his being told to leave the place he *sought* to attack the hotel man.
Shall you be glad to *pour* the *coffee* during this morning meal with Dr. *Jones*?

PRESENTATION SENTENCES—Since the position of the *o*-hook after a downstroke and before *n*, *r*, *m*, or *l* is normal, it is treated as review and given in the preview sentences instead of in the presentation.

whole He wanted to be told the *whole* tale so he went to his hotel to see him.
college Do you want me to believe that you are glad that the *whole college* is closed during this vacation?
coal Will you *'phone* for a small order of *coal*?
roll Roll the *soft* ball of snow upon that road.
or I want the notice *or* the box brought here by six.

<i>horse</i>	He went with his dog and <i>horse</i> .
<i>story</i>	The small girl told a very solemn <i>story</i> .
<i>roar</i>	The <i>roar</i> of the ocean was so great that it did not let the folks in the hotel sleep.
<i>own</i>	Dr. Jones has his <i>own</i> horse.
<i>grown</i>	Will the <i>grown</i> girl 'phone for the order of coffee?
<i>on</i>	<i>On</i> what date will this note be paid?
<i>tone</i>	The soft mellow <i>tone</i> of this machine is in its favor.
<i>omitted</i>	He <i>omitted</i> to say that his claim was made by 'phone.
<i>home</i>	I saw her go to her own <i>home</i> .

SUPPLEMENTARY WORDS—

before l	before r	before n	before m
roll	lower	known	roam
hall	door	loan	comb
hollow	nor	drawn	aroma
doll	store	alone	omit

ASSIGNMENT—

First column	Second column
Page 1—Brief forms and phrases, Units 6-1.	Unit 7, seven times.
2—Words, Units 6, 5, 4.	Speed Studies Par. 34, once.
3—Sentences in class, three times.	Par. 66, three times.
4—Letters in class, twice.	Pars. 67, 68, seven times.
	Par. 70 twice, and be prepared to read it in class at 80 words a minute.

SUMMARY—(1) Sentences.

He *omitted* to say that the *tone* of the note was not solemn.
 They saw the *college* from a carriage *drawn* by a gray *horse*.
 He will get a *loan* *on* his *home* in order to open his *store* next month.
 The *college* girl went *home* *alone* in order to make a *loan* from her dad.
 In another letter they said they would *lower* the rate of coffee.

(2) Letter.

Dear Sir:

Do you believe that the *roar* of the *auto* you bought can be *lowered*? I will *show* you that I can do this²⁰ for you and do a good *job* *on* the *whole* thing in less than a month. Take your *auto* to my *store* and let me *show* you⁴⁰ that at the present time you are getting no more from your *auto* than if it were a *horse-drawn* carriage.

Yours very⁶⁰ truly, (61)

SUPPLEMENTARY DICTATION—(1) Bisbee's "Dictation for Beginners," pages 22, 23, sentences 1-5. (2) Wilson's "Progressive Dictation," page 18, Par. 71.

NOTE.—In order to provide for continuous review, the preview and presentation sentences contain review words from Unit 7 presented the day before; and the summary sentences and letter contain review words from Unit 6.

FOURTH DAY

AIM—(1) To test the knowledge of brief forms. (2) To give additional dictation practice. (3) To develop transcription ability.

PARAGRAPH 70 (Manual)—To be read fluently several times, then dictated and read back again.

TEST MATERIAL—(See Introduction, September issue, for directions for marking.) (1) Dictate 25 brief forms and phrases of Unit 7; 15 brief forms and phrases of Unit 6. (2) Dictate from Markett's "Word and Sentence Drills," page 32, sentences 1-5, to be marked for transcription (spelling) only.

NOTE.—The teacher may substitute in place of the above test the test on Unit 7 from Rollinson's "Diagnostic Testing and Remedial Teaching of Gregg Shorthand."

SUPPLEMENTARY DICTATION—(1) Wilson's "Progressive Dictation," page 17, Par. 68; page 18, Par. 73; page 19, Par. 76. (2) Bisbee's "Dictation for Beginners," pages 24-25, Pars. 9-12.

ASSIGNMENT—

First column	Second column
Page 1—Brief forms and phrases, Units 6-1.	Unit 7, three times.
2—Words, Units 6, 5.	Speed Studies, Par. 34, three times.
3—Additional dictation practice, three times.	Unit 7, five times.
4—Speed Studies, Pars. 38, 39, 40, 41, 42, 43, 44, 45, three times.	

FIFTH DAY

AIM—(1) To test the students' knowledge of Units 7 and 6. (2) To furnish additional dictation practice. (3) To develop transcription ability.

REVIEW—Brief Forms. Dictate brief forms of Units 7 and 6.

TEST MATERIAL—(See Introduction, September issue, for directions for marking.) (1) Twenty-five words from Unit 7. Fifteen words and brief forms from Unit 6 (those which need special attention). (2) Dictate at 25 words a minute from Wilson's "Progressive Dictation," page 19, Par. 74, to be marked for transcription only.

NOTE.—If Rollinson's test was used yesterday, this part of the period should be used to drill on words which most of the class wrote incorrectly.

SUPPLEMENTARY DICTATION—(1) Wilson's "Progressive Dictation," pages 18, 19, Pars. 69, 70, 75. (2) Bisbee's "Dictation for Beginners," page 22, Pars. 16 through 20.

ASSIGNMENT—

Page 1—Brief forms, Unit 7-1, twice.
2—Words, Unit 7-1, once.
3—Par. 70, three times.
4—Additional dictation practice, three times.

(Continued on page 85)

The Official Gregg Steno

Endorsed by Two S



MARTIN J. DUPRAW

Certified Shorthand Reporter, New York, N. Y. Permanent holder of the World's Championship Shorthand Trophy, won in 1925, 1926, 1927

GRADED READINGS—NEW EDITION

The original shorthand plates for the Anniversary Edition of Graded Readings were written with one of the Official Gregg Stenographic Fountain Pens. Thus it may be seen that this pen, because of its light weight and perfect balance, is suited not only to the swiftest writing but likewise to the most artistic style of shorthand penmanship.

The Official Gregg Steno
Pen made for you by W
pany is certainly the ea
writing Gregg Shorthand.

I know of no pen better
work, and I recommend it
and writer of the system
pendable in the most ext

(Signed M)

I have used in actual
Fountain Pen with m

I find that this pen meets
requirements. It makes
has an easy, continuous

I should recommend to a
of Gregg Shorthand

(Signed)

The retail price of the
Stenographic Fountain
Special Special

Quantity

Mail coupon to the nearest office of
See title page

Enclosed you will find \$3.50, for which you will receive
Fountain Pen, which you guarantee to be the
World's Champion Shorthand Writers. If not
one week's use, I may return it.

NAME

STREET

CITY

Only one size, style, and color (rosewood)

Stenographic Fountain Pen

Shorthand Champions

Stenographic Fountain
Wahl Eversharp Com-
mercial fountain pen for
this.

be adapted to this special
pen is pen to every student
I have found it de-
stating reporting.

gr Martin J. Dupraw.

supporting work the Wahl
molding point.

is admirably all writing
smooth, clean line and
smooth.

any student or writer
nd.

(S) Albert Schneider.

the this Official Gregg
Pen with its
Special is \$3.50

counts.

of GREGG PUBLISHING COMPANY.
complete list.

Send me one Official Gregg Stenographic
pen as that recommended by two of the
writers. If not entirely satisfied with the pen after
return you will refund my money.

.....
.....

..... STATE.....

be supplied in the Gregg Emblem Pen.



ALBERT SCHNEIDER

Former World's Champion Shorthand Writer. Member of
the Committees reporting staff of the House of Representatives,
Washington, D. C.

OFFICIAL GREGG PENCIL—NOW \$1.00

If for any reason you cannot use a pen, which
we feel is the best instrument for writing short-
hand, then assure yourself of maximum pencil satis-
faction by providing yourself with the best pencil
obtainable—the Gregg Eversharp, especially de-
signed for shorthand writing. Retail price is now
but \$1.00.

The National Association of Commercial Teacher Training Institutions

THE National Association of Commercial Teacher Training Institutions comes before the commercial teaching world with a new program worthy of the support of all commercial teacher training institutions and all commercial teachers. The four-fold objective of the Association is stated as follows:

1. Improvement of programs for training teachers of commercial subjects;
2. Elevation of standards for the certification of teachers of commercial subjects;
3. Promotion of research in commercial education;
4. Development of proper recognition amongst schoolmen of the significance of commercial education.

The Program Adopted

In working toward this objective, the Association has in the past followed a fact-finding program and attention has been given to determining (1) what are the practices in the teacher training field with regard to curricula (2) what should be the practice with regard to teacher training curricula? A study was undertaken and principles of curriculum building for commercial teacher training formulated by Dr. Paul S. Lomax and Dr. Herbert A. Tonne, both of New York University.

In the year 1930-1931, the work of the Association, under the leadership of the president, Miss Ann Brewington, of the University of Chicago, undertook the formulation of a definition of commercial education and a statement of the obligation and position of business education in our social and economic order. This attempt to define the scope, the obligations, and the position of business education, it will be noted, is basic to the realization of all four parts of the objective of the Association.

It will be noted further that such a definition should serve particularly to assist in achieving Parts 3 and 4 of the objective as stated above.

Only a beginning was made in this work during the past year. Members of the Association, realizing the importance of the work, decided at the Detroit meeting on February 27, 1931, to continue the study to secure a better formulation of the definition, representing the best and most careful thought of business educators throughout the country. This important work was turned over to a committee with Mr. Frederick G. Nichols, of Harvard University, as chairman. The Associ-

ation expects to publish the results of this study when the work is completed, which study will be sent to members.

Present Officers and Directors

The officers for the year 1931-1932 are as follows:

President, C. M. Yoder, President, Whitewater State Teachers College, Whitewater, Wisconsin
Vice-President, Alfred Sorenson, University of California, Berkeley, California
Treasurer, Paul A. Carlson, Whitewater State Teachers College
Secretary, Helen Reynolds, Ohio University, Athens, Ohio

The directors who are now serving are: Ann Brewington, University of Chicago; A. A. Miller, North Texas State Teachers College; F. G. Nichols, Harvard University; Paul S. Lomax, New York University; and E. G. Blackstone, University of Iowa.

Membership

Membership in the Association is of two kinds: Institutional and Associate. Institutional membership is open to recognized universities, teachers colleges and normal schools, doing commercial teacher training. This membership entitles the holder to a voting representative at all meetings of the Association; the fee is \$10 a year. Associate membership is open to instructors in institutions eligible for institutional membership, to graduate and to fourth-year students specializing in commercial education in the schools eligible for membership, and to public school administrators and supervisors in charge of commercial education. The associate membership fee is \$2.00.

Under the leadership of Mr. Yoder, the new President, the Association will continue its important contribution to the professional life of the members. Institutions doing commercial teacher training are urged to ally themselves with the other leading universities and teachers colleges in the country in contributing to and profiting by the work of the Association. Individual teachers will find it worth their while to join with the other representative business educators of the country. Your application for membership should be addressed to the secretary, Miss Helen Reynolds, School of Commerce, Ohio University, Athens, Ohio, in time to make your contribution to the 1932 meeting.

EDITORIAL COMMENT

ON SUNDRY TOPICS

Do You Really Use Shorthand?

SOME time ago we put the question, "What do you consider the most pressing need in the shorthand teaching profession at present," to a man who has had an unusual opportunity to form an accurate opinion of just what is the most pressing need. Moreover, he has acquired the reputation of being a hard-boiled logician (mainly, we shall venture to say, *sub rosa*) because he has a flair for cannily shifting what might be termed the "angle of incidence" in discussion so as to divert the line of thought into a new channel—which, in plain language, means being sufficiently "different" to be either refreshing or challenging.

This is more important than at first appears. No less a thinker (if poets and dramatists may be thus classified) than John Drinkwater recently said, with considerable truth, in a speech he made in London, that Americans—meaning, of course, the intelligentsia, of which all of us are indubitably shining members—were rapidly becoming "intellectually standardized." Anything, therefore, that keeps this process from getting a strangle hold is desirable. Our friend's penchant for wishing to start an argument thus has its advantages. But to get back to the subject, his answer was characteristic. It was as follows:

TEACHERS WHO CAN WRITE SHORTHAND.

Now this is a shocking arraignment, by implication, if not specifically. While recovering from the shock we suffered from this unexpected and amazing answer, it occurred to us that this never would do as a subject for an editorial (which was the real object of our quest). We countered with a second question, "What do you consider the second most pressing need?" The reply was, "That teachers learn to *teach* shorthand." Clearly, we were not getting very far. We were jumping out of the frying pan into the fire, so to speak. Our friend was in a diabolically iconoclastic frame of mind. Income taxes or something equally dreadful were boring into his soul. Nevertheless, we put these two suggestions down on paper to let them simmer, metaphorically speaking.

At first rejected as useless and absolutely too unconventional to be considered, further thought convinced us that there was a germ of truth in both answers that offered possibilities. Up to this time we had thought that *all* shorthand teachers *wrote* shorthand, and that most of them could *teach* the subject. Certainly, not all of the young people who emerge from the business schools with signed and sealed diplomas taught themselves! But when our mind ran back over past experience with specimens of teachers' writing, and we recalled the visions of the numerous "keys" to shorthand books and to plates in the magazines that we had seen, and which add to the complexity of the publishers' existence, we revised our estimate of the number that actually do write it—or at least *read* it.

The first most pressing need will give us sufficient food for this discussion. Why should the criticism that shorthand teachers cannot *write* shorthand be leveled at them at this stage in our progress toward the more effective teaching of the subject? Ordinarily, we should say that the observations quoted were based on a few flagrant examples of weakness in these respects. But we fear this is not so. How many teachers actually use shorthand for an all-purpose tool where their own personal writing or memorandums are concerned? Very few indeed. We know all the stock arguments against it. Typewriting or longhand can be read by anyone; shorthand can be read by a comparatively restricted class—and so on. The truth of the matter is that most of those who teach shorthand treat it from a purely theoretical point of view. They completely detach themselves from it the moment they leave the classroom—and some of them even before that. They expect students to use it in a practical way, but they do not set an example themselves.

While generally teachers do not make as much out of shorthand as they could—with the highly inspirational values that would bring—it is refreshing to find so many hard-headed business men making use of their shorthand as an everyday timesaver. There has started in the September number of the

Gregg Writer a series of interviews with prominent men, and it is revealing to note the importance they attach to the ability to write shorthand. Woodrow Wilson wrote shorthand in an ideal way, as an instrument of personal utility. In preparing speeches or writing any of his state papers, he sketched out his thoughts in all their pristine freshness and purity as they came to him, we are told. These shorthand notes he afterwards transcribed on the typewriter, or dictated to his Gregg Shorthand writer, Mr. Charles L. Swem, making such changes as he wished.

Unless teachers use shorthand and let their students see that they are making practical use of it every day as a substitute for long-hand, in addition to giving instruction in it, they create a false impression. They lose a great opportunity, not only of becoming more expert in the writing of shorthand, but of creating confidence on the part of students that will have a tremendous influence on their work.

To our way of thinking, every teacher of shorthand, whether actually engaged in teaching it now or contemplating it, should have several objectives as his or her goal:

1. To learn to write shorthand artistically in a theoretically correct way.
2. To be able to read shorthand rapidly and accurately without hesitation.
3. To use it as much as possible.
4. To acquire a good blackboard style.
5. To use shorthand illustrations as much as possible as a substitute for talk.
6. To acquire a speed in writing that will be an inspiration to the students.

Shorthand is a subject that can be taught more effectively by example than otherwise. Students are imitative. If the teacher has a professional style of writing—one that indicates a practice that has reduced it to the automatic—the students will naturally acquire such a style.

The teacher who makes such a hobby of his shorthand that he cannot teach without a piece of chalk in his hand leads his students instead of driving them. He practices what he preaches.

—R. P. S.

Obituary

Levi C. Howland

EARLY in the summer, one of the most prominent educators on the Hawaiian Islands, Mr. Levi C. Howland, passed away after a brief illness.

Mr. Howland, at the time of his death, was assistant to the president of Oahu College and Punahou Academy, Honolulu. He had been a resident of Honolulu for many years,

and played an important part in the educational growth of the College, especially in the commercial work.

He was well known in the United States, as he made frequent visits to the Mainland to keep informed on educational progress in different types of schools and colleges throughout the country and bring back new, worthwhile ideas to the Islands.

We extend our deep sympathy to the family of Mr. Howland and the Island people who had the pleasure of being associated with him.

E. B. Hoover

THE Pacific Coast lost one of its oldest business school men when Mr. E. B. Hoover passed on very suddenly July 23.

Mr. Hoover established the Santa Barbara Business College and managed it for several years. He retired but found that the commercial field was too attractive to be given up, and took over his school again a few years ago.

Our sincere sympathy goes out to Mrs. Hoover and their daughter, Mrs. Russell, in the passing of a splendid man.

Coöperation

THE transcribing problem is a major problem today in the training of stenographers. One phase of the problem lies in the lack of correlation between the Shorthand and the English instruction. The Department of Business Education of the Des Moines (Iowa) Public Schools, under the direction of Clay D. Slinker, has made noteworthy progress in the solution of the transcribing problem. One reason for the success that Des Moines has attained in this direction is the studious attitude and coöperative spirit of its commercial faculty. An example of this is found in the following excerpt from one of the issues of the Department publication, the "Business Education Notebook," regarding Business English:

"Though the above term seems still to shock some teachers, we believe that Aristotle would say that ninety pupils in Miss Elwood's Business English classes are being taught to apply in a very effective and practical way the principles of good writing. These pupils undertook the preparation of booklets describing properties for sale by a leading realty company. The booklets showed that the young authors had been trained in the principles of unity, coherence, emphasis, and harmony. They showed, too, that their writers had grasped the necessity of being not only con-

(Continued on page 103)

Have Your Students the Shorthand Reading Habit?

By Florence E. Ulrich

Editor, "Gregg Writer" Art and Credentials Department

WE had occasion recently to visit several schools and observe the work that was being done in the shorthand classes, and in one of these to participate in an interesting shorthand reading demonstration.

Good Readers in One Class and Poor Readers in Another

At the suggestion of the principal we asked one of the students to leave the room while we wrote an article on the blackboard in shorthand and, recalling him, asked that he read what we had written. Every student in the room pricked up eagerly at this suggestion. Without fear or hesitation he read the shorthand as easily and rapidly as we could have done it ourselves. We tried this on several students in the classroom and found each one equally adept at reading our notes.

Interested, we asked what method was pursued to develop such expert reading ability in students still studying the Manual. "I have no plan, really, except that at the beginning of the year, when the first *Gregg Writers* arrive, I go over the magazine with the class and show them what they can read first and tell them to go ahead and read as much of the other plates as they can, explaining that some words will have to be 'guessed at' because the principles governing them have not been learned, but I add that phonetics and context will doubtless enable them to read most of the words.

"I further explain that this is profitable as well as interesting reading for leisure moments, and that extra credit in the course will be given a satisfactory report on the magazine plates' content. We read together some of the shorthand plates (we start with the jokes). It fascinates them—the idea of being able to read magazine stories in shorthand! The students have formed a shorthand reading club here and meet for fifteen minutes each noon to compare transcripts and study out new words in the magazine plates. I ask them to encircle the words they do not get, so that we can practice them for a few moments in class. It is surprising how quickly they develop a good reading and writing vocabulary in this way. And Friday afternoon of each week is *Gregg Writer* day."

The interest and enthusiasm in this little

demonstration prompted us to suggest a similar exercise at the next school. But it did not meet with the same response. Presently, the teacher explained that while her pupils read their own notes fluently they had never tried reading anybody else's, and felt hesitant about doing so now. In fact, she confided that getting her students to read shorthand was her biggest problem. "They like to write it—I never have to urge them to do that—but they do not like to read it, and consequently they are not getting along as well as they should in their vocabulary training."

She received *Gregg Writers* for her pupils but, she admitted, except for the certificate tests the magazines were not used in the classes, although she presumed that some of her pupils read them. She was interested in the results of the demonstration in the other school. "Why, I know Miss——— very well and often marvelled at the ability of her pupils to read and write shorthand in the district contests—they always carry off the highest prizes, you know—but I did not know the answer was as simple as that!"

Why?

Here were two teachers, equally capable, equally enthusiastic, and equally desirous of getting the best results possible from their teaching, one carrying off district contest prizes, and the other—afraid to enter her pupils in the contests!

No phase of shorthand study is more fascinating to your students and more productive of progress than the reading of well-written shorthand plates. The teacher who establishes the reading habit with the pupils as soon as possible inevitably enjoys the maximum benefits that voluntary and enthusiastic effort brings. Interest is the oil that lubricates the mental machinery and makes it run more smoothly and easily. There is no danger of a slowing-up process nor stopping altogether when interest is sustained! The student who is magazine-minded does not need to be urged by the teacher in his work. He is alert to the possibilities of his best effort, and offers only his best. The success stories, contests, and other items of interest in the *Gregg Writer* keep alive the enthusiasm with which he approached shorthand and typewriting. They inspire him to carry on the good work he

has started, allowing the teacher the necessary freedom to analyze the problems of the pupils and organize her efforts so as to effect the best results.

Gregg Writer Helps You Get Results

The *Gregg Writer* offers more than ever before to arouse pupils' interest in independent reading. Apart from the regular graded lesson exercises and drills to be found in the Learner's Department each month, there is now in each number a story, poem, or article prepared especially for the students who have covered only the first eight lessons. The bright student will be reading these plates

pretty well even before reaching this point in his study—and getting an enormous amount of fun out of it!

Then there are the numerous other features—the jokes, serial stories, "Popular Research Narratives," business letters, and the new "Curious Clippings" and "talent teasers!"

Teachers will be helped greatly, also, by the new series of reading test plates especially adapted for homework assignments—these and the Certificate activities conducted by the Credentials Department are powerful stimulants in a classroom that a teacher cannot afford to be without. Get every student magazine-minded this year, and make this year the most successful yet!



Teacher Certificate Winners

Have You Won Yours?

O. G. A. Awards

Sister M. Seferina, St. Mary's Academy, Cristobal, Canal Zone
 Frances Ritzinger, Riceville High School, Riceville, Iowa
 Olive M. Dietlein and Helen Abdell, Merritt High School, Oakland, California
 Madeline Duro, Nasson Institute, Springvale, Maine
 H. E. Watts, Ogden Stenographic School, Ogden, Utah
 Mrs. Lola Jenness, Bayless College, Dubuque, Iowa
 Mary Kathryn Newman, Easton High School, Easton, Pennsylvania
 Sylvia Wolf, Kiel High School, Kiel, Wisconsin
 Beulah Howard, Sugar City High School, Sugar City, Colorado
 Sister M. Justa, St. Angela Academy, Carroll, Iowa
 Anna Mae Rhodes, Freeport, Pennsylvania
 Dorothy E. Smith, West Haven High School, West Haven, Connecticut
 Kathrine R. Louis, Long Beach Secretarial College, Long Beach, California
 Elcey Sawyer, Warren, Maine
 Helen Wetherell, Pine City High School, Pine City, Washington
 Mrs. Katherine H. Thacker, Union Commercial College, Grand Forks, North Dakota
 Sister Mary Saint Mechtilde, Convent of the Presentation of Mary, St. Cessaire, Quebec, Canada
 Florence Beshears, Bakersfield, California
 L. A. Kee, Kee's Secretarial College, Norfolk, Virginia
 Marie Crow, Garnett High School, Garnett, Kansas
 Lamont Hoskin, Interstate Business College, Fargo, North Dakota
 Helen Gorham, Cascade High School, Cascade, Montana
 Sister M. of St. Pauline, Sister Mary of St. Germaine, Sister M. of St. Joan, and Sister Mary of St. Therese, House of the Good Shepherd, St. Paul, Minnesota
 Fay Beaird, Enid High School, Enid, Oklahoma
 Ellen M. Priest, Wellesley, Massachusetts
 Sister Mary Juliana, St. Simon Academy, Washington, Indiana
 Lillian D. Gieblink, Cudahy High School, Cudahy, Wisconsin
 Emilie E. Johnston, Apollo Public Schools, Apollo, Pennsylvania
 Betty Walthour, Colorado Springs High School, Colorado Springs, Colorado
 Ariel J. Gurney, Waubay High School, Waubay, South Dakota
 Ruth Ziggafoos, Burlington High School & Junior College, Burlington, Iowa
 S. Louise Smith, Archbold High School, Archbold, Ohio
 Zelma Cook, Mesquite High School, Mesquite, Texas
 Sister M. Gertrude, St. Isidore High School, Farmersville, Illinois
 Marjorie J. Smith, Hillsboro High School, Hillsboro, North Dakota
 Ronald Wagner, High School, Winnemucca, Nevada
 Pauline Herring, Belmont High School, Los Angeles, California
 Edna M. Redd, Central High School, Flint, Michigan
 Margaret Nutt, Lake City High School, Lake City, Iowa
 Dan M. Olsen, Red Bluff High School, Red Bluff, California

Mary E. Lawless, Lincoln High School, Park Falls, Wisconsin
 Rachel Babcock, Lincoln High School, Park Falls, Wisconsin
 J. N. Swanson, High School, Glenwood, Minnesota
 Pauline E. Mehner, Monroe High School, Monroe, Washington
 Mrs. Watkins C. Smith, Warrenton High School, Warrenton, Virginia
 Catherine Tebrugge, Northern Illinois Business School, Ottawa, Illinois
 Mildred L. Lewis, Montezuma High School, Montezuma, Iowa
 Frances Enos, Plainview High School, Plainview, Nebraska
 Sister Helen Paul, Sacred Heart High School, Denver, Colorado
 Ethelyn P. Hill, Baxter Seminary, Baxter, Tennessee
 Florence Ludwig, Bayless College, Dubuque, Iowa
 William B. Niemi, Bergland Township High School, Bergland, Michigan
 Ruth Van Riper, Central High School, Dowagiac, Michigan
 J. E. Bartley, Dana College, Blair, Nebraska
 Nettie Black, Edwardsport, Indiana
 Sister M. Agnesene, School of St. Thomas the Apostle, Chicago, Illinois
 Marie Hilliard, Freeport Borough Public Schools, Freeport, Pennsylvania
 Lena A. Sawdey, Anthony Wayne Institute, Fort Wayne, Indiana
 Ruth Corbin, High School, Charles City, Iowa
 Sister M. Giovanni, St. Mary's Springs Academy, Fond du Lac, Wisconsin

O. A. T. Awards

Zelma Cook, Mesquite High School, Mesquite, Texas
 Fay Beaird, Enid High School, Enid, Oklahoma
 Edith Evans, Spencer Business School, Schenectady, New York
 Sister Marie Frances, St. Joseph's Academy, Lockport, New York
 Lurissa M. Forsten, Tawas City High School, Tawas City, Michigan
 S. Louise Smith, Archbold High School, Archbold, Ohio
 Emilie Johnston, Apollo High School, Apollo, Pennsylvania
 Velma Fromm, Cedar Falls Sr. High School, Cedar Falls, Iowa
 J. Frances Henderson, Trenton High School, Trenton, Missouri
 Mary Elizabeth Lawless, Lincoln High School, Park Falls, Wisconsin
 Sister Mary Michael, St. Joseph's Convent, Brattleboro, Vermont
 Ellen M. Priest, Wellesley, Massachusetts
 Allie M. Frits, Morenci Public Schools, Morenci, Michigan
 Maude Chaney, Poydras High School, New Roads, Louisiana
 Grace Pearl Sudderth Longview High School, Longview, Texas
 Mrs. Watkins C. Smith, Warrenton High School, Warrenton, Virginia
 Sister Mary Michael, St. Michael's School, Brattleboro, Vermont
 S. Louise Smith, Archbold High School, Archbold, Ohio
 Glenice Thompson, Beresford High School, Beresford, South Dakota
 Frances Enos, Plainview High School, Plainview, Nebraska
 Mrs. Sarah P. Kirby, Lincoln School, Washington, D. C.

CONVENTIONS

Fourth Biennial Conference

World Federation of Education Associations

Denver, Colorado, July 27 to August 2, 1931

THE Fourth Biennial Conference of the World Federation of Education Associations, held this summer at Denver, was attended by over two thousand delegates from all parts of the world. The official delegation was augmented by thousands of teachers returning from the National Education Association Convention at Los Angeles.

Purpose of the Federation

Organized at San Francisco in 1923, the Federation, for the past eight years, meeting biennially at Edinburgh, Toronto, and Geneva, has brought together an international gathering of educators, scientists, and humanitarians in an earnest endeavor to carry out the \$25,000 prize plan of the late Dr. David Starr Jordan for producing world understanding and coöperation for the improvement of human relationships. Encouraging progress has been made throughout the nations that are members of the Federation in carrying out the eightfold purpose of the Federation, which is stated as follows in its Constitution:

1. To promote friendship, justice, and good will among the nations of the world.
2. To bring about a world-wide tolerance of the rights and privileges of all nations, regardless of race or creed.
3. To develop an appreciation of the value of inherited gifts of nations and races.
4. To secure more satisfying information and more adequate statement of facts for textbooks used in the schools of the different nations; to omit from teaching materials statements which tend to misunderstandings and false impressions.
5. To foster a national comradeship, which will produce a more sympathetic appreciation among nations.
6. To bring together the experiences of the races and the achievements of the various peoples as a basis for teaching international understanding and good will.
7. To foster the dissemination of information concerning the progress of education in all its forms among nations and peoples.
8. To teach the young the interdependence of nations; that each nation is possessed of certain in-

alienable rights and among these are the rights to develop its national resources, to carry on trade and commerce, to cultivate the gifts peculiar to itself, and to provide for the welfare, progress, and happiness of its people.

A number of important committees organized on the plan of Dr. Jordan are at work throughout the world in all types of public and private school organizations in an effort to attain these high objectives of the Federation.

The committee on Commercial Education is directed by Dr. Frances Moon Butts, McKinley High School, Washington, D. C.; Professor Ernest A. Zelliott, Department of Education, University of Denver; and Professor J. E. Huchingson, Professor of Education, Colorado Woman's College, Denver.

The general theme of this committee at the Denver meeting was "The Social Approach to Commercial Education." A report of the proceedings of this committee will appear in a later issue of the *American Shorthand Teacher*.

Luncheon Given British Delegates

During the Conference a luncheon in honor of the delegates from England, Scotland, Ireland, and Wales was given on behalf of Dr. John Robert Gregg, one of the founders of the American Chapter of the International Society for Commercial Education and chairman of the American delegation to the International Congress on Commercial Education held in Amsterdam. In the absence of Dr. Gregg, who was in Europe at the time of the Conference, Mrs. Frances Effinger-Raymond, manager of the Pacific Coast and Orient Office of the Gregg Publishing Company, acted as hostess and was assisted by Mr. L. C. Rusmiser, Topeka, Kansas, field representative of the Gregg Publishing Company. The guests at the luncheon were:

Sir Frank W. Goldstone, London, and

Lady Goldstone (he has just retired as secretary of the National Union of Teachers); Mr. Angus Roberts, Durham City, president of the National Union of Teachers; Mr. R. Bennett Miller, Glasgow, president of the Educational Institute of Scotland; Mr. Robert Neilly, Rosemount, Ballymena, Ireland, president of the Irish National Teachers' Organization, and Mrs. Neilly; Miss A. E. Phillips, Avery Hill Training College, Eltham, London; Miss J. L. Jackman, Horton Green, Bradford, Yorkshire; Captain H. N. Penlington, The Marsh, Hemsworth, Yorkshire, vice-president of the National Union of Teachers, and Mrs. Penlington; Mr. Rowland Hall, of Groton, Manchester, member of the executive board of the National Union of Teachers, and Mrs. Rowland Hall; Mr. W. P. Ward, Ballinasloe, Ireland, ex-president of the Irish National Teachers' Organization; Miss M. Cogavin, of Ballinasloe; Miss E. Smith, Carnlough, County Antrim; Mr. W. H. Jenkinson, of the Central Secondary School, Sheffield, and ex-chairman of the Incorporated Association of Assistant Masters in Secondary Schools, and Mrs. Jenkinson; Mr. A. R. Morison, of Francis Holland School, London; Mrs. Una Gordon Wilson, London, secretary of the Association of Assistant Mistresses; Mr. G. P. Parker, Roan School, Greenwich, secretary and past-chairman of the Incorporated Association of Assistant Masters in Secondary Schools; Mrs. Parker; Mr. H. L. Constable, Kew Gardens, Richmond, Surrey, of Central Foundation School, London, past-chairman of the Incorporated Association of Assistant Masters in Secondary Schools; Mr. Thomas Henderson, Edinburgh, general secretary of the Educational Institute of Scotland; Mr. Benjamin Skinner, Coldwells, Inverurie, Scotland, former president of the Educational Institute of Scotland; Mr. W. Lloyd Pierce, Bryn Llewelyn, Llanfair, Welshpool, Wales, member of the executive board of the National Union of Teachers; Miss Margaret K. Hinchcliff, York, member of the National Union of Teachers; Mr. M. L. Garwood, London; Mr. J. Baxter and Mrs. Baxter, Sunderland, County Durham, England; Miss A. Dingley, London, member of the National Union of Teachers, and Mr. A. S. Quarrie, also from London, England.

You have, of course, already noticed the picture of this gathering on page 50 of this issue.

Among the new officers of the World Federation of Education Associations are;

PRESIDENT: Dr. Paul Monroe, Columbia University, New York City
EUROPEAN VICE-PRESIDENT: Thomas Henderson, Edinburgh, Scotland
SECRETARY: Charles H. Williams, Columbia, Missouri
EXECUTIVE SECRETARY: Dr. Augustus O. Thomas, Augusta, Maine

Digest of Recent Meetings

IN the absence of W. L. Knapp, president of the Association, Mr. A. A. Peterson, Wilson's Modern Business College, Seattle, presided at the Regional Convention of the National Association of Accredited Schools, held at Tacoma, Washington, August 7, 1931.

The Association was honored by having in attendance, the president of the National Association of Accredited Schools, Hon. B. F. Williams of Des Moines, Iowa.

Speakers:

Mr. Beattie, Victoria, B. C.—TESTS AND MEASUREMENTS; *Walter Hyatt*, Southwestern Publishing Company—DEPRESSION; *Charles F. Walker*, Northwestern School of Commerce, Portland, Oregon—MACHINE SHORTHAND; *W. L. Gross*, The Gregg Publishing Company—THE PROBLEMS OF BUSINESS SELLING; *W. J. Rice*, Rice Publishing Company—PENMANSHIP.

New Officers:

REGIONAL DIRECTOR—A. A. Peterson, Wilson's Modern Business College, Seattle.

SECRETARY-TREASURER—Mrs. Rogers, Everett Business College, Everett.

NORTHWEST BUSINESS COLLEGE OWNERS' ASSOCIATION, Tacoma, Washington, August 8, 1931. President, Mr. Beattie, Victoria, B. C.; Secretary, Mrs. Rogers, Everett, Washington.

Speakers:

W. E. Dietz, Dietz Business College, Olympia—WHAT CONSTITUTES A PREPARED TEACHER; *Mr. Kelly*, County Commissioner, Pierce County—WHAT THE BUSINESS MAN EXPECTS OF A SECRETARY.

New Officers:

PRESIDENT: R. I. Wise, Gray's Harbor Business College, Aberdeen, Washington.

SECRETARY-TREASURER: Mrs. Rogers, Everett Business College, Everett, Washington.

Date and place of next meeting:

Everett, Washington, June 7, 1932.

CALIFORNIA TEACHERS' ASSOCIATION, Teachers' Institute, North Coast Section, Eureka, California, September 14 to 17, 1931.

Speakers:

Dr. Ira W. Kibby, Chief, Bureau of Business Education, State Department of Education, Discussion on BOOKKEEPING AND BUSINESS ARITHMETIC COURSES; **ROUND TABLE ON COMMERCIAL TRAINING**, Miss Minnie Smith, Eureka High School, presiding, Mrs. Frances Efinger-Raymond, Manager, The Gregg Publishing Company at San Francisco, discussion leader.

New Officers:

PRESIDENT: Miss Frances Blair, Willits Union High School

VICE-PRESIDENT: Miss Shirley A. Perry, Ukiah Union High School

SECRETARY-TREASURER: Mr. Leslie Anderson, Fortuna Union High School

Date and Place of next meeting:

Eureka, California, September, 1932.

Daily Lesson Plans in Gregg Shorthand

(Continued from page 75)

Ninth Week

Unit 8

FIRST DAY

AIM—(1) To teach the method of expressing *r* following the vowel, before and after straight strokes. (2) To clarify the difference between a left-motion circle and a right-motion circle by means of a comparative word drill. (3) To note that it is generally more facile to use the circle for the obscure vowel sound heard in *ur*.

REVIEW—Brief Forms. Dictate brief forms of Units 7 and 6.

PREVIEW SENTENCES—

If you want the job, *I shall* be glad to *aid* you.
Mr. Eddy received a small order from Mr. Jones during the day.

I told several of you to call at the hotel for *me*.
I shall 'phone you today at eight if possible.

Will you *tell me* more about the situation in general?

NOTE.—These are called preview sentences because, in addition to containing review words and brief forms, they also have words that serve as an introduction to what is being taught. In these sentences we have reviewed the right- and left-motion circles.

PRESENTATION SENTENCES—

hard*	I shall <i>aid</i> you all I can so that it will not be too <i>hard</i> .
art	The girl had to be at the <i>art</i> class at <i>eight</i> .
hurt†	It is his belief that the <i>heat</i> will not <i>hurt</i> you.
harm	It is not the doctor's <i>aim</i> to <i>harm</i> you.
urge	Will you <i>urge</i> each one of them to call?
dare	I told you not to <i>dare</i> to go there during the day.
manner	You will receive <i>many</i> of them in the same <i>manner</i> .
near	When you go <i>near</i> the store, will you get the paper for me?
jar	I will get a <i>jar</i> of apple sauce for you.
better	I will give you a small order, but I want a <i>better</i> lot.
sister	You ought to talk to your <i>sister</i> in a <i>better</i> manner.
motor	Can you get a <i>better</i> <i>motor</i> for me?
cashier	Will you 'phone the <i>cashier</i> for me?
teacher	Can you tell me from what state the <i>teacher</i> comes?

SUPPLEMENTARY WORDS—(1) Dictate words of Par. 73 in the Manual that were not dictated in sentence form. (2) Comparative Word Drill—Dictate Par. 46, Speed Studies.

* To those pupils who find difficulty in getting the left-motion circle, this device sometimes helps. Tell the pupil to start the word as though he were going to write the circle vowel and *r*, but to stop at the line, e. g., *near*.

† The circle vowel is used for the obscure sound heard in *ur*.

ASSIGNMENT—

Review	New
Page 1—Brief forms, Units 7-1, once.	Par. 75 to word <i>necessary</i> , seven times.
2—Words, Unit 7, once. 6, once.	Par. 73, seven times.
3—Sentences in class, three times.	
4—Letters in class, three times.	

SUMMARY—(1) Sentences.

The *teacher* praised my *art* work in my presence.
Nothing was said about the *manner* in which the *cashier* was handling the cash.

I got a letter from my *sister* this morning.

He fixed the *motor* but he feared he would have to get another one soon.

I *urged* her not to forget the *jar* I gave her.

(2) Letter.

Dear Sir:

I saw your ad in the paper today, and should like very much to work for you as *cashier*. I have been²⁰ working for my *sister*, who owns a hotel *near* home, but I am seeking a *better* place. I have asked my *minister*⁴⁰ and *teacher* to tell you all about me. You will hear from them soon.

Yours truly, (54)

SUPPLEMENTARY MATERIAL—(1) Wilson's "Progressive Dictation," Par. 77, page 20. (2) Gregg Speed Studies, Par. 46, page 48.

NOTE.—In order to provide for continuous review, the preview sentences contain review words from Unit 7, the presentation sentences contain review words from Unit 7, and the summary letter and sentences contain review words from Unit 6.

SECOND DAY

AIM—To teach the method of expressing *r* following the vowel between straight strokes written in the same direction.

REVIEW—Brief Forms. Dictate brief forms of Unit 7 and of Unit 8 assigned thus far.

PREVIEW SENTENCES—

If *Ted* had the capital, it would not be *hard* to form a company.

My *sister* *urged* me to become a *teacher*.

Is it necessary for *Minnie* to get a *better* *motor*?

That *man* loves to collect rare books.

She *tells* me she would rather not talk about her *art*.

The *ledger* shows that the *owner* has but one *share*.

NOTE.—To prepare the students for the new lesson, we have used in the preview sentences words containing circles between straight strokes written in the same direction. As an additional preparation, we have reviewed the method of expressing *s* after a final left-motion circle in the brief form *tells*.

PRESENTATION SENTENCES—

<i>church</i>	Altogether all I want to hear what the minister of your <i>church</i> has to say.
<i>dared</i>	My <i>dad</i> <i>dared</i> to form a company with little capital.
<i>tart</i>	It was not necessary to get that many apple <i>tarts</i> .
<i>murmur</i>	Minnie did her work without a <i>murmur</i> .
<i>dirt</i>	<i>Ted</i> had to get <i>dirt</i> for the lawn.
<i>shares</i>	She said her purpose was to get a block of <i>Eric</i> <i>shares</i> .
<i>ledgers</i>	It is necessary that the cashier handle the <i>ledgers</i> .
<i>teachers</i>	Two of my <i>sisters</i> are <i>teachers</i> , and they love their work.
<i>Rogers</i>	Is Mr. <i>Rogers</i> still going to college?
<i>dares</i>	No one <i>dares</i> to think about the <i>days</i> to come.
<i>stairs</i>	If you want to <i>stay</i> here, we will have the <i>stairs</i> fixed.
<i>manners</i>	Good <i>manners</i> helped many people get their jobs.
<i>owners</i>	If possible, I should like to see either one of the <i>owners</i> .

SUPPLEMENTARY WORDS—Dictate words in Par. 47, Speed Studies, and Par. 74, Manual, not presented in sentence form.

ASSIGNMENT—

Review	New
Page 1—Brief forms, Units 7-1, once.	Par. 75, seven times.
2—Words, Unit 7, once. Unit 5 once.	Par. 74, Manual, Par. 47, Speed Studies, seven times.
3—Sentences in class, three times.	Pars. 71 and 73, Manual, three times.
4—Letters in class, three times.	

SUMMARY—(1) Sentences.

Rogers published many things in favor of the *church*. It is the business of the *owners* to *cater* to the tastes of the guests. The *teachers* are against this system because it *dares* too much. As there seems to be something the matter with these *tarts*, you will eat them at your own risk. As a part of his work, the *cashier* made an analysis of the *ledgers*.

(2) Letter.

Dear Mr. *Rogers*:

It is not in good taste for you to talk against the *owners* of our hotels. You have no basis²⁰ for what you are saying. Very soon you will be saying things about our *teachers* and our *ministers*. You can⁴⁰ hardly call that good *manners*, can you?

As a favor to me and to help our cause, I should like all such *murmuring*⁶⁰ to cease.

Very truly yours, (65)

SUPPLEMENTARY MATERIAL—(1) Bisbee's "Dictation for Beginners," pages 25, 26, and 27, to Derivatives. (2) Gregg Speed Studies, Par. 47.

THIRD DAY

AIM—(1) To teach the method of expressing *er* and *or* after abbreviated words, and after words ending in a left-motion circle. (2) To teach the method of expressing *er* and *or* after *straight* strokes, where a brief form ends with the last consonant of a word.

REVIEW—Brief Forms. Dictate brief forms and review words of Unit 7.

PREVIEW SENTENCES—

We shall *receive* a *small* order from our *jobber* *soon*. I *think* your sister is too *weak* to go to *work*. My *teachers'* opinions are very *dear* to me. If we *keep* *working* together, there will not be many *errors*.

Mr. *Rogers* is *eager* to *tell* what he knows about the subject.

NOTE.—Before beginning the new work, drill for a few moments on the italicized words.

PRESENTATION SENTENCES—

<i>dearer</i>	It is my opinion that armchairs are getting <i>dearer</i> .
<i>teller</i>	Mr. <i>Rogers</i> got the necessary cash from the <i>teller</i> yesterday.
<i>nearer</i>	My present job is <i>nearer</i> home.
<i>keeper</i>	Have you read the " <i>Keeper</i> of the Bees"?
<i>worker</i>	Are there any <i>workers</i> here who own <i>Eric</i> <i>shares</i> ?
<i>thinker</i>	People regard him as a great <i>thinker</i> .
<i>weaker</i>	My sister is feeling a great deal <i>weaker</i> .
<i>smaller</i>	Breads seem to be getting <i>smaller</i> and <i>dearer</i> .
<i>greater</i>	Who in your opinion is the <i>greater</i> man?
<i>bigger</i>	The hard <i>worker</i> will some day be a <i>bigger</i> man.
<i>receiver</i>	Mr. <i>Rogers</i> is not a <i>receiver</i> of stolen goods.
<i>sooner</i>	The <i>sooner</i> you sell the <i>shares</i> the better.
<i>former</i>	The company will take back all its <i>former</i> <i>workers</i> .
<i>debtor</i>	His <i>ledgers</i> show him to be a <i>debtor</i> to many companies.

SUPPLEMENTARY WORDS—Dictate brief-form derivative drill, Par. 46, Speed Studies.

ASSIGNMENT—

Review	New
Page 1—Brief forms, Units 7-1, once.	Pars. 75 and 76, five times.
2—Words, Unit 7, once. Unit 4, once.	Par. 48, Speed Studies, five times.
3—Sentences in class, three times.	Pars. 71-74, five times.
4—Letters in class, three times.	

SUMMARY—(1) Sentences.

The *teller* won the case after all. Mr. *Rogers* has very little cash with which to pay his *debtors*.

It seems to me that most of these owners will never be very much *nearer* their goal.
In the opinion of the people Mr. Rogers is by far the *greater thinker* of the two.
Bread is *dearer* at present than it has ever been before.

(2) Letter.

Dear Sir:

Because of *hard* times, I have had to ask several of my *former workers* to leave, and I should like to²⁰ get places for them—the *sooner*, the *better*. Everything seems to be getting *dearer*, and most of these men are⁴⁰ in very great need of money. Can you help them? I shall be happy to place any of your people, should they ever⁶⁰ be in need of a job, when business gets a little *better*.

Yours very truly, (65)

SUPPLEMENTARY MATERIAL—(1) Bisbee's "Dictation for Beginners," pages 27 to 29. (2) Gregg Speed Studies, Par. 48, page 49.

FOURTH DAY

AIM—(1) To test knowledge of brief forms of Units 7 and 8. (2) To give dictation practice. (3) To develop transcription ability.

REVIEW—Dictate Pars. 45 through 48 in Speed Studies.

TEST MATERIAL—(1) Brief Forms. Twenty-five brief forms of Units 7 and 8. (2) Letter. Par. 10, page 26, Bisbee's "Dictation for Beginners," to be marked for transcription and spelling.

—or substitute for (1) and (2)—

Rollinson's "Diagnostic Testing and Remedial Teaching of Gregg Shorthand," Test on Unit 8.

(3) Dictation. Dictate Pars. 9 and 10, pages 28 and 29 Bisbee's "Dictation for Beginners," for oral transcription.

ASSIGNMENT—

Review	New
Page 1—Brief forms, Units 7-1, once.	Par. 75, five times.
2—Words, Units 7, 3, once.	Pars. 71-74, five times.
3—Reading and Dictation Practice, page 41 of the Manual. Be prepared to read at 80 words a minute, and write shorthand outlines twice.	
4—Gregg Speed Studies, Pars. 45-48, five times.	
Study for tests on Units 7 and 8 tomorrow.	

SUPPLEMENTARY DICTATION—Bisbee's "Dictation for Beginners," pages 26, 28 and 29.

FIFTH DAY

AIM—(1) To test knowledge of Units 7 and 8. (2) To give dictation practice. (3) To develop transcription ability.

READING AND DICTATION PRACTICE—(1) Read plate on page 41 of the Manual assigned for today. (2) Dictate this plate for dictation practice.

TEST MATERIAL—(1) Ten brief forms and 30 words from Units 7 and 8. (2) Par. 79, page 21, Wilson's "Progressive Dictation," to be marked for transcription and spelling;

NOTE.—If Rollinson's test was used yesterday, the teacher should use this part of the period for drill on words written incorrectly (remedial teaching).

(3) Dictation. Dictate for oral transcription Pars. 78 and 80, page 21, Wilson's "Progressive Dictation."

ASSIGNMENT—

- Page 1—Write Review brief forms, Units 8 through 1, once.
2—Write Review words, Units 8 through 1, once.
3—Write letters dictated in class, twice.

SUPPLEMENTARY DICTATION—Page 21, Wilson's "Progressive Dictation."

Tenth Week

Unit 9

FIRST DAY

AIM—To teach the method of joining *th* (1) when it is used before or after *o*, *r*, or *l*; (2) when it is used with other characters; (3) when it is the only consonant stroke, or is in combination with *s*.

REVIEW—Brief Forms. Dictate brief forms of Units 7 and 8.

PREVIEW SENTENCES—

I should *rather* work with Mr. Rogers *than* with *either* one of you.
I *think* you bought *these three* shares *sooner than* you should have.
Was it necessary for your clerk to leave *without the* notes yesterday?
I am prepared to collect all *the* capital *that the* company needs.
This book is *smaller than* any *other* I have ever seen.

NOTE.—The student has used the right- and the left-*th* frequently in the italicized brief forms, and should therefore be familiar with them.

The *th* is written contrary to rule in the brief forms *either* and *three* to distinguish them from the brief forms *with* and *they*.

Drill on the words italicized in the preview sentences.

PRESENTATION SENTENCES—

<i>path</i>	Near my home you will notice <i>that the path</i> is very narrow.
<i>thief</i>	<i>They say that Mr. Rogers, the cashier, is a thief.</i>
<i>theater</i>	It takes a good deal of capital to own a <i>theater</i> .
<i>thin</i>	If you ate as much as you should, you would not be so <i>thin</i> .
<i>though</i>	<i>Though they</i> urged the cashier to stay, he said he would <i>rather</i> go.
<i>thought</i>	<i>They thought</i> it better for the cashier to handle the cash.
<i>although*</i>	<i>Although they</i> were not of the same opinion, <i>they</i> collected the necessary capital.
<i>both</i>	<i>Both</i> of my sisters urged me to go to college.
<i>author</i>	The <i>author</i> of the book received the check yesterday.
<i>throat</i>	Is your <i>throat</i> hurting you very much?
<i>berth</i>	The cashier will take a <i>berth</i> on a later train.
<i>health</i>	My teacher is not in very good <i>health</i> .

* *Th* is the size of *t*. In writing the *th*, the curve should leave the line of writing immediately. Practice a line or two of left-*th* and right-*th*, or as they are sometimes called, the under-*th* and the over-*th*.

SUPPLEMENTARY MATERIAL—Dictate those words in Par. 78 of the Manual not taken up in sentence form. Dictate also from Speed Studies, Par. 49. Have pupils open their books to illustrations.

ASSIGNMENT—

Review	New
Page 1—Brief forms, Units 8 to 1, once.	Par. 88, seven times.
2—Words, Units 8 and 7, once.	Par. 78, seven times.
3—Sentences in class, three times.	
4—Letters in class, three times.	

SUMMARY—(1) Sentences.

I want you to call on *both* of the owners during the day.
 I believe the owners will be at the *theater* to talk over the situation with you.
 I *thought* you told me that the cashier at the *theater* caught the *thief*.
Although the *path* is very narrow, I think it possible for you to make it.
Though it is not my purpose to see any of the visitors, I want several of you to be here to receive them.

(2) Letter.

Dear Madam:

Dr. Paul Jones, who is noted *both* as an ear and throat doctor, and as an *author* of several²⁰ well-known books on *health*, is planning to visit our college next Monday to talk about the *health* of our children.⁴⁰ *Although* you may have other places you would like to visit, I know you will not be sorry if you take the time to⁸⁰ hear Dr. Jones.

Yours very truly, (70)

SUPPLEMENTARY MATERIAL—(1) Gregg Speed Studies, Pars. 49 and 50, pages 49 and 51. (2) Bisbee's "Dictation for Beginners," pages 29 and 30.

NOTE.—To provide for continuous review the preview sentences contain review words of Unit 8; the presentation sentences contain review words of Unit 8, and the summary sentences and letter contain review words of Unit 7.

SECOND DAY

AIM—(1) To teach the method of expressing the prefixes *con*, *com*, and *cog*; of *con* or *com* when followed by a vowel or by *r* or *l*. (2) To teach the method of expressing *comm* or *conn* when they occur at the beginning of the word. (3) To teach the method of expressing the suffixes *ly*, *ily*, and *ally*.

REVIEW—Brief Forms. Dictate brief forms of Units 8 and 9.

PREVIEW SENTENCES—

Two men, who are in my employ, are *coming* to *complete* the theater party.
 The officials of the *company* thought the thief would be caught before the week was over.
 The author is in my office and he has a *complaint* to make against both of you.
 In the future, there will be talks on health at each *committee* meeting.
 Keep to the left, and you will *come* to the path I mentioned.

NOTE.—These are called preview sentences because in addition to containing review words and brief forms, they also have words that serve as an introduction to what is being taught.

PRESENTATION SENTENCES—

<i>confer</i>	You will <i>confer</i> a special favor on the committee by coming to the next meeting.
<i>convention</i>	The author will be asked to represent the committee at the <i>convention</i> .
<i>council</i>	The <i>council</i> will express its opinion at a future meeting.
<i>county</i>	The <i>county</i> officials will have a meeting at the theater a week from today.
<i>compel</i>	The committee will <i>compel</i> Mr. Rogers to express his knowledge of the theft.
<i>early</i>	Ask the cashier to be at my office <i>early</i> in the morning.
<i>solely</i>	Are you representing the Rogers Company <i>solely</i> ?
<i>heartily</i>	I <i>heartily</i> agree with the complaint as expressed by the Health Committee.
<i>socially</i>	I thought you had already met the author <i>socially</i> .
<i>common</i>	The members of the council seem to have very little in <i>common</i> .
<i>commence</i>	It seems as though the main feature will never <i>commence</i> .
<i>comedy</i>	There is a very good <i>comedy</i> playing at the theater.
<i>comrade</i>	Is the owner of the theater a <i>comrade</i> of yours?

SUPPLEMENTARY WORDS—Dictate words of Par. 80 not presented in sentence form.

ASSIGNMENT—

Review	New
Page 1—Brief forms, Units 8 to 1, once.	Par. 88, three times.
2—Words, Units 8 and 6, once.	Par. 87, first column, five times.
3—Sentences in class, three times.	Par. 78, three times.
4—Letters in class, three times.	Pars. 80-83, seven times.

SUMMARY—(1) Sentences.

I should like to *confer* with you in regard to the matter you mentioned in the letter.
 There was much evasion at the *convention* in regard to the taxes.
 I met his *comrade* socially, but I forgot his name.
 The next morning he told his story to the *counsel*.
 The editor of the paper was very much liked, and was commonly thought of as a great man.

(2) Letter.

Dear Sir:

The *Common Council* of this city will meet at *Convention Hall* next week *solely* to *confer* upon a²⁰ place for its future *conventions*. The meeting will *commence* early Wednesday morning.

You as a *county official*⁴⁰ are asked to come. Will you be present?

Very truly yours, (50)

SUPPLEMENTARY DICTATION—Bisbee's "Dictation for Beginners," pages 31-33.

NOTE.—To provide for continuous review the preview sentences contain the new words that were taught on Monday; the presentation sentences contain brief forms of Unit 9 and the new words that were taught on Monday, the supplementary sentences and letter contain words that were taught today and brief forms and words of Unit 6.

THIRD DAY

AIM—(1) To teach the method of expressing *ly* after a circle vowel. (2) To teach the method of expressing the plural of brief forms ending in a circle, and of some words ending in a loop. (3) To teach the following phrasing principles: (a) Before words beginning with a downward character or *r, o, l*, the word *to* is expressed by *t*. (b) When repeated in a phrase, as is expressed by *s*. (c) After *be* or *been*, the word *able* is expressed by *a*.

REVIEW—Brief Forms. Dictate brief forms of Units 8 and 9, and phrases of Unit 9 assigned thus far.

PREVIEW SENTENCES—

The author is *dear* to the hearts of all his *readers*.
 On what *day* will the common council meet?

I am employed *near* home solely for the sake of my family.

The *name* of the county official I met at the convention is Mr. Hartley.

I have already received a special *letter* from the committee.

NOTE.—Before beginning the new work, drill for a few moments on the italicized words.

PRESENTATION SENTENCES—

<i>dearly</i>	The author loves his family <i>dearly</i> .
<i>daily</i>	A meeting of the council starts <i>daily</i> at three.
<i>nearly</i>	By the time the employees got to the store, the sale was <i>nearly</i> over.
<i>names</i>	Ask Mr. Hartley for the <i>names</i> of the other county officials present at the convention.
<i>letters</i>	I want you to send some <i>letters</i> of complaint immediately.
<i>families</i>	In the future, there will be a committee to help all needy <i>families</i> .
<i>to see</i>	Whom should you like <i>to see</i> in regard to the complaint?
<i>to which</i>	I should like to know <i>to which</i> offices I should send these letters.
<i>to honor</i>	A day was set apart in which <i>to honor</i> the memory of the great officers of the county.
<i>to work</i>	In the future the thief will have <i>to work</i> for a living.
<i>as good as</i>	I hope that our future convention speakers will be <i>as good as</i> the present ones.
<i>as well as</i>	You cannot compel me to believe that this council did its work <i>as well as</i> the former one.
<i>would be able</i>	The officials of the company said that they <i>would be able</i> to employ more men in the near future.
<i>should be able</i>	You <i>should be able</i> to convince the committee of the need for immediate action.

SUPPLEMENTARY WORDS—Dictate words and phrases of Pars. 82-86 in the Manual not presented in sentence form. Dictate Pars. 50, 52, and 53 of Speed Studies.

ASSIGNMENT—

Review	New
Page 1—Brief forms, Units 8 to 1, once.	Pars. 87 and 88, three times.
2—Words, Units 8, 5, once.	Pars. 82-86, seven times.
3—Sentences in class, three times.	Pars. 78-81, three times.
4—Letters in class, three times.	

SUMMARY—(1) Sentences.

I *have been able* to publish part of my work *daily*.
 Can you tell me the *names* of the *families* living here?
Letters of complaint were published in the paper against the Common Council.

I *should be able* to *work* on this desk *as well as* on any other.

I should like *to see* what basis he has for his complaint.

(2) Letter.

Dear Sir:

As Mayor of this city, I receive *letters daily* with *names of needy families*. The committee I²⁰ have chosen for the purpose is getting help for *nearly all* of them, but there are still some *families in immediate*⁴⁰ need.

I am informing you of this situation, because I feel that you, as a business man of this⁶⁰ city, *should be able* and willing to help such *families*.

Yours very truly, (74)

SUPPLEMENTARY MATERIAL—(1) Wilson's "Progressive Dictation," Brief Form Exercises, page 22. (2) Gregg Speed Studies, Pars. 49-53.

NOTE.—To provide for continuous review the preview sentences contain Monday's and Tuesday's review words and brief forms, the presentation sentences contain Monday's and Tuesday's review words and brief forms, and the summary sentences and letter review Unit 5.

FOURTH DAY

AIM—(1) To test knowledge of brief forms of Units 8 and 9. (2) To give dictation practice. (3) To develop transcription ability.

TEST MATERIAL—(1) Brief Forms. Forty brief forms and phrases of Units 8 and 9. (2) Letter. Par. 27, page 36, Bisbee's "Dictation for Beginners," to be marked for transcription and spelling.

—or substitute for (1) and (2)—

Rollinson's "Diagnostic Testing and Remedial Teaching of Gregg Shorthand. Test on Unit 9.

(3) Dictation. Pars. 24 and 25, page 35, Bisbee's "Dictation for Beginners," for oral transcription.

ASSIGNMENT—

Review	New
Page 1—Brief forms, Units 8 to 1, once.	Pars. 87 and 88, three times.
2—Words, Units 8 to 4, once.	Pars. 78-86, three times.
3—Reading and Dictation Practice—Read page 46 of the Manual and be prepared to read it at 100 words a minute in class. Write shorthand outlines twice.	
4—Write Writing Practice on page 47 of the Manual once.	

SUPPLEMENTARY DICTATION—Bisbee's "Dictation for Beginners," page 35.

FIFTH DAY

AIM—(1) To test knowledge of Units 8 and 9. (2) To give dictation practice. (3) To develop transcription ability.

READING PRACTICE—Read plate on page 46 of the Manual assigned for today.

TEST MATERIAL—(1) Ten brief forms and 30 words from Units 8 and 9. (2) Par. 91, page 25, Wilson's "Progressive Dictation," to be marked for transcription and spelling.

NOTE.—If Rollinson's test was used yesterday, the teacher should use this part of the period for drill on words written incorrectly (remedial teaching).

(3) Dictate for oral transcription Pars. 89 and 90, page 24, Wilson's "Progressive Dictation."

ASSIGNMENT—

Page 1—Write Review brief forms Units 9 through 2, once.

2—Write Review words Units 9 through 2, once.

3—Read Reading and Dictation Practice, page 53, Gregg Speed Studies; write the transcription once, and the shorthand outlines twice.

SUPPLEMENTARY DICTATION—Pages 24 and 25, Wilson's "Progressive Dictation."

Eleventh Week

Unit 10

FIRST DAY

AIM—To present and drill on the use of the *oo*-hook.

REVIEW—Brief Forms. Dictate brief forms of Units 8 and 9.

PREVIEW SENTENCES—These sentences contain not only review words and brief forms of Unit 9, but also words that serve as an introduction to what is being taught. The words *you*, *to*, and other words with the *oo*-hook are reviewed here. These introductory words have been italicized.

If I agree to send *you* the official complaint, will *you* agree *to* speak next week at the committee meeting at the *other* office?

He expressed a complaint against *one* of the men. Although in *your* letter *you* may have asked for as much as *that*, still the rate of flour is as great as it has ever been.

Please send me a basket to be placed *under* the desk.

MOTIVATION—After you have presented the first sentence, point out that there are many words containing the vowel *oo*. Ask pupils to name some of them.

PRESENTATION SENTENCES—(1) By stressing the three sounds of the *oo*-hook used in the preview sentences (long-*oo*—*you*, *to*; intermediate *oo*—*woman*; short-*oo*—*other*, *one*, *under*) the teacher will get the students ready for the material to be presented. (Law of Readiness.) (2) Words which cannot be taught in sentences because of lack of time, may be taught as individual words.

(a) Long-oo sound.

do	If you will <i>do</i> this immediately, I shall agree to represent you in your complaint.
whom	To <i>whom</i> must I speak to get a good home immediately?
lose	Which of these boxes of balls do you think he will <i>lose</i> ?
food	I hardly believe that this flour can make good <i>food</i> , do you?
group	He will employ you in his <i>group</i> to help bring in the poles to the show.

(b) Short-oo sound.

upper	The manager of the opera has started business on the <i>upper</i> floor.
rough	He started on the <i>rough</i> part of the trip almost two weeks ago.
fur	The <i>fur</i> is already marked as low as possible.
supper	It must be <i>supper</i> time since you are all back from the show.

(c) Intermediate-oo sound.

took	I <i>took</i> my supper with you in order to give you a chance to ask me about the special complaint which is being made at the office this week.
pull	Do you know that he will compel you to <i>pull</i> the official names from your box?
foot	My <i>foot</i> and my throat will be taken care of by that doctor.
cook	The woman will <i>cook</i> the supper with the flour of which you spoke.
sugar	They always have <i>sugar</i> with their coffee.

SUPPLEMENTARY WORDS—Dictate from Speed Studies, Pars. 58, 59, 61, stressing facility of motion in joining *oo* to the various strokes.

ASSIGNMENT—

First column	Second column
Page 1—Brief forms and phrases, Units 9-1.	Unit 10 through <i>govern</i> , seven times.
2—Words, Units 9, 8, 7, once.	Speed Studies, Par. 58, seven times.
3—Letter in class, three times.	Par. 92, five times.
4—Sentences in class, three times.	Speed Studies, Pars. 59, 61, 62, 63, three times.

SUMMARY—(1) Sentences.

What would the loss be to this *group* if they *took* the *upper* floor instead of the lower *one*?
 The *woman* will *cook* the oats in the pot that she *cooks* the *food* for *supper*.
 She liked to *hug* the dog because his *fur* was *rough* but she did not like the hog.
 What capital is necessary so that the loss in money to this *group* will not be greater than they expect to *lose*?
 He will *pull* the pole from the earth near the college home.

(2) Letter.

Dear Sir:
 What loss of capital have you had this month?

You know *you* cannot reach the people from *whom* it must be²⁰ collected. Yesterday we started a big collection *group* *whose* business it is not to grope about for the money⁴⁰ but to force it from those *who* think they can *fool* you into not collecting. We should like to show you that we can get⁶⁰ the money and you will not have to bother about collections any more.

Yours truly, (76)

SUPPLEMENTARY DICTATION—(1) Wilson's "Progressive Dictation," page 26, Pars. 93, 94. (2) Bisbee's "Dictation for Beginners," page 39, sentences 1 through 10.

NOTE.—To provide for comparison and contrast, note the continued introduction of words with the o-hook.

SECOND DAY

AIM—(1) To present and drill on the use of the combination *-us*. (2) To review the use of the *oo*-hook. (3) To contrast the *o*-hook and the *oo*-hook.

REVIEW—Brief Forms. Dictate brief forms of Unit 9 and those of 10 assigned for today.

PREVIEW SENTENCES—Based on words containing the *o*-hook and the *oo*-hook. The *oo*-hook words are italicized.

It is not a question of the number of poles you *pull* from the *rough* rocky earth but of the rate you charge for this work.

I expect you to open the door to the *upper* story and get the *food* for *supper*.

The foreign *furs* will be brought here by Mr. *Boot*, and bought by *everyone* in the *fur* business.

Are you groping in the dark for this business or are you using your *group* of good men to help *you*?

Shall you *cut* the coat for my *suit* today, or shall we start it some *other* time?

PRESENTATION SENTENCES—Based on *-us* combination, additional *oo*-hook words, and *o*-hook words for contrast.

<i>us</i>	He wrote the root of the word on the board for <i>us</i> .
<i>cousin</i>	Fold this coat so that you will fool your <i>cousin</i> .
<i>hustle</i>	<i>Hustle</i> over to the hotel and get some fresh fruit for <i>us</i> .
<i>husky</i>	This dog is an Eskimo " <i>husky</i> ," and will pull your sled up to the top of the hill.
<i>shoes</i>	The fit of these <i>shoes</i> shows <i>us</i> that you never knew your business.
<i>campus</i>	The girl was posing on the college <i>campus</i> , and her cousin was with her.
<i>gracious</i>	She chose to be <i>gracious</i> about the cut of your coat although she did not like it.
<i>choose</i>	She chose to tell you about this business, and let you <i>choose</i> for yourself.
<i>issues</i>	The number of <i>issues</i> already published makes it hard to change that story.
<i>cautious</i>	The <i>cautious</i> business man looks before he leaps.
<i>vicious</i>	This dog is <i>vicious</i> ; he may hurt you if you are not careful.

SUPPLEMENTARY WORD DRILL—

OO-hook O-hook	OO-hook O-hook	OO-hook O-hook
who	hoe	hood
true	throw	hold
blue	blow	bull
shoes	shows	hook
fruit	flowed	hawk
smooth	smote	bullet
		shook
		poles
		does
		plus
		applause
		rug
		rogue
		us
		owes
		campus
		compose
		cousin
		cozy

ASSIGNMENT—

First column	Second column
Page 1—Brief forms and phrases, Units 9-1.	Unit 10, seven times.
2—Words, Units 9-1.	Par. 92, seven times.
3—Sentences in class, three times.	Speed Studies, Par. 62, seven times.
4—Letters in class, three times.	

SUMMARY—(1) Sentences.

His *cousin* will visit *us* when he comes back from the college *campus*.
 You will have to *choose* between these two jobs.
 The *husky* lad will *hustle* across the *campus* to force *us* to *choose* our governor with care.
 Did the *gracious* lady *choose* to charge and carry those *shoes*?
 The *cautious* business man would not take a chance on these *issues*.

(2) Letter.

Dear Sir:
 Did you see the *husky* man go into Mr. Jones' hotel? He came to see *us* about some *issues* of²⁰ a pin business, but he was shown the door. I did not *choose* to see so *vicious* a man. I am more *cautious* than most⁴⁰ people in that case.
 Yours truly, (48)

SUPPLEMENTARY DICTATION—(1) Wilson's "Progressive Dictation," page 26, Par. 95. (2) Bisbee's "Dictation for Beginners," page 39, Pars. 11 and 12.

THIRD DAY

AIM—To present and drill on the use of the *oo*-hook on its side after *n*, *m*, and after *k*, *g*, when followed by *r* or *l*.

REVIEW—Brief Forms. Dictate brief forms of Units 9 and 10.

PREVIEW SENTENCES—

Whom do you think you can carry off by force?
 The *group* will charge the government the usual rate if they can show that the *stuff* is bought in *dozen* lots.
 The Roe School *took* great care in looking after the *food* for the *lucky* children.
 Mary Doe *took* the usual care in looking after the clear *food* laws.
 Although I can show you that the *group* of government men charged and carried the day by force rather than by skill I do not think that you will believe me.

MOTIVATION—Point out that the *oo*-hook placed on its side after *n*, *m*, etc. is a timesaving device. Try to get the students to give you this reason for turning *oo* on its side.

PRESENTATION SENTENCES—

<i>canoe</i>	Your cousin handled the <i>canoe</i> with great skill and care over the rough upper bay.
<i>nook</i>	The bay was so rough that it carried the canoe into a smooth <i>nook</i> through the other end of the upper bay.
<i>none</i>	<i>None</i> of the group is known to have been on the truck at the time.
<i>annul</i>	The government shows that it does not wish to force the dozen men to <i>annul</i> their complaint.
<i>muddle</i>	He is not the man to put a model business in a <i>muddle</i> .
<i>mood</i>	It is clear that, in this <i>mood</i> , his wish will be to carry on in this mode.
<i>moon</i>	As he looked up at the <i>moon</i> , he thought he heard a moan from the forest.
<i>muff</i>	Is it true that she was carrying a blue <i>muff</i> when she went to school?
<i>cool</i>	It will be <i>cool</i> today and I think you had better put coal into the stove.
<i>curse</i>	It was clear that the <i>curse</i> of hard work meant nothing to them.
<i>gull</i>	The sea <i>gull</i> was on the smooth cool lake.

SUPPLEMENTARY WORDS—(1) Dictate Par. 60, Speed Studies. (2) Dictate Par. 37, Markett's "Word and Sentence Drills."

ASSIGNMENT—

First column	Second column
Page 1—Brief forms and phrases, Units 9-1.	Unit 10, seven times.
2—Words, Units 9-1.	Par. 92, three times.
3—Letter in class, three times.	Par. 94, seven times.
4—Sentences in class, three times.	Write Par. 96 twice, and be prepared to read it in class at 80 words a minute.

SUMMARY—(1) Sentences based on presented words, *o*-hook words, and words and brief forms of Unit 9.

I know that he will agree to send *none* of the *new* fruit, flour, and *nuts*, if you will not speak about it at the next committee meeting.
 The author was taking a health bath under the *moon* in the *nook* of the *cool* *smooth* lake.
 She thought that the thin fur *muff* had been thrown into the *canoe* to show his good aim.
 I confess that *none* of us knows the names of the man who said he wrote this book.
 He liked to bathe in the shallow *cool* *pool* in the early morning.

(2) Letter.

Dear Sir:
 Do *none* of your children like to take a dip from a *canoe* into a clear, *cool*, *smooth* *pool*? Are they often²⁰ *numb* from this bathing?
 Get them some of our "Nutm Salve" to change this feeling. They will tell you that there is nothing like

it⁴⁰ to get rid of that cool, stiff feeling after a dip in the pool or in the ocean, either at noon or under⁸⁰ the moon.

Yours truly, (64)

SUPPLEMENTARY DICTATION—(1) Wilson's "Progressive Dictation," page 27, Pars. 98, 99. (2) Bisbee's "Dictation for Beginners," page 40, sentences 1 through 8.

NOTE the further introduction of the o-hook words to provide additional drill on the o-hook and for help in learning both hooks by continuous comparison and contrast.

FOURTH DAY

AIM—(1) To test the knowledge of brief forms of Units 10 and 9. (2) To furnish additional dictation practice. (3) To develop transcription ability.

REVIEW—Have the students read back the second half of page 3 of their homework until it can be done in two minutes or less. Then dictate it (Par. 96) and have it read back again.

TEST MATERIAL—(See Introduction in September issue for directions for marking.) (1) Twenty-five brief forms and phrases from Unit 10; 15 brief forms and phrases from Unit 9. (2) Dictate at 25 words a minute sentences 1 through 5 of Markett's "Word and Sentence Drills," page 54.

or

Rollinson's Diagnostic Test for Unit 10 may be substituted here in place of the test suggested above.

SUPPLEMENTARY DICTATION—(1) Wilson's "Progressive Dictation," page 28, Pars. 100, 102. (2) Bisbee's "Dictation for Beginners," page 41, Pars. 9, 10, 11.

(To be continued next month)

ASSIGNMENT—

First column	Second column
Page 1—Brief forms and phrases, Units 9-1.	Unit 10, seven times.
2—Words, Units 9-1.	Unit 10, five times.
3—Speed Studies, Par. 56 through 63, five times.	
4—Additional dictation practice, three times.	
Study for a test tomorrow on Units 10 and 9.	

FIFTH DAY

AIM—(1) To test the knowledge of Units 10 and 9. (2) To furnish additional dictation practice. (3) To develop transcription ability.

REVIEW—Brief Forms. Dictate brief forms of Units 10 and 9.

TEST MATERIAL—(See Introduction for directions for marking.) (1) Dictate 25 words from Unit 10; 15 words from Unit 9. (2) Dictate at 25 words a minute Par. 10, page 41, Bisbee's "Dictation for Beginners."

NOTE—If Rollinson's test was used yesterday this part of the period should be spent in remedial work based on the results of yesterday's test.

SUPPLEMENTARY DICTATION—(1) Wilson's "Progressive Dictation," page 27, Par. 96; page 28, Par. 101. (2) Bisbee's "Dictation for Beginners," pages 39, 40, Pars. 11-15; page 41, Pars. 9, 11. (3) Markett's "Word and Sentence Drills," page 55, sentences 6-15.

ASSIGNMENT—

Page 1—Brief forms and phrases, Units 10-1, twice.
2—Words, Units 10-1, once.
3—Par. 96, three times.
4—Additional dictation practice, twice.

NOTICE TO TEACHERS

Please Send Fees With Tests

The conduct of the GREGG WRITER Certificate Service requires that the fees be sent with tests. Tests received without fees must be filed and a notice sent to teachers, which delays reports for several weeks. Tests without fees are held for 30 days only, and at the expiration of that time they are thrown away. Please save your students disappointment, and help us to give you prompt and efficient service, by *sending fees along with tests*. *Thank you!*

O. G. A. TEST COPY

1. 2000
2. 1000
3. 1000
4. 1000
5. 1000
6. 1000
7. 1000
8. 1000
9. 1000
10. 1000
11. 1000
12. 1000
13. 1000
14. 1000
15. 1000
16. 1000
17. 1000
18. 1000
19. 1000
20. 1000

DICTATION MATERIAL



to Shorthand Plates in *The GREGG WRITER*

This material is counted at a uniform syllable intensity of 1.40. That is, 1.40 syllables are understood to constitute one word. Each section of 20 "words" actually consists of 28 syllables.

A Story About Hingham Toys

that can be read by any student who has completed the eighth lesson of the Manual

There was a poor man out of work living in Hingham, Massachusetts. He sat around the house until one day his⁸⁰ wife told him to get out and work, and, as he lived in Massachusetts, he obeyed his wife. He went out and sat down⁴⁰ on the shore of the bay, and whittled a soaked shingle into a wooden chain. His children that evening quarreled⁶⁰ over it, and he whittled a second one to keep peace. While he was whittling the second one a neighbor came in and⁸⁰ said: "Why don't you whittle toys and sell them? You could make money at that."

"Oh," he said, "I would not know what to make."

"Why¹⁰⁰ don't you ask your own children right here in your own house what to make?"

"What is the use of trying that?" said the carpenter.¹²⁰ "My children are different from other people's children." (I used to see people like that when I taught school.) But¹⁴⁰ he acted upon the hint, and the next morning when Mary came down the stairway, he asked, "What do you want for a¹⁶⁰ toy?" She began to tell him she would like a doll's bed, a doll's washstand, a doll's carriage, a little doll's umbrella,¹⁸⁰ and went on with a list of things that would take him a lifetime to supply. So, asking his own children, in his own²⁰⁰ house, he took the firewood, for he had no money to buy lumber, and whittled those strong, unpainted Hingham toys that²²⁰ were for so many years known all over the world. That man began to make those toys for his own children, and then made²⁴⁰ copies and sold them through the boot-and-shoe store next door. He began to make a little money, and then a little²⁶⁰ more, and Mr. Lawson, in his "Frenzied Finance," says that man is the richest man in all Massachusetts, and I²⁸⁰ think it is the truth. And that man is very rich today, and has been only thirty-four years making his money³⁰⁰ on that one principle—that one must judge that what his own children like at home other people's children would like in³²⁰ their homes, too; to judge the human heart by oneself, by one's wife, or by one's children. It is the royal road to³⁴⁰ success in manufacturing. "Oh," but you say, "didn't he have any capital?" Yes, a pen-knife, but I don't know³⁶⁰ that he had paid for that. (364)

Chapter Four

Dear Sir: Something seems wrong with the engine of the car I bought from you in the spring. My bills for gas are in excess²⁰ of what should be necessary, and I am making an effort to eliminate this unnecessary expense.⁴⁰

I should be exceedingly glad to have you examine the car and see if you cannot correct whatever⁶⁰ is wrong. Yours truly,

Dear Madam: I have been looking over our books and notice that you no longer keep your savings⁸⁰ in our bank.

I should be exceedingly sorry if this action on your part was made necessary by any¹⁰⁰ failure on the part of the bank. If anything is wrong, be frank enough to inform us, and we will correct it. Yours¹²⁰ very truly,

Dear Shopper: I am like the man who came away from Venice because the whole place was flooded. I have¹⁴⁰ never liked floods—not even the flood of Christmas shoppers that engulfs us along about the twentieth of¹⁶⁰ December.

I feel sorry for the folks caught in this flood. It is all so unnecessary. They shove each other¹⁸⁰ about, and make the work so hard both for them and for us as they hurry from store to store and from floor to floor hoping²⁰⁰ to get something that will make Christmas a little happier for somebody else.

What made them put their shopping off²²⁰ till such a late hour? Maybe, if they will read the government poster again, they will remember to start their²⁴⁰ Christmas shopping earlier this year. I know that if they do they will all be far happier and will get much better²⁶⁰ presents. Yours without haste,

Dear Sir: We are looking for a man to represent our company, whose duty it will²⁸⁰ be to take care of some matters regarding the World's Fair. The work would be of a follow-up nature, and I³⁰⁰ suppose he would be away from home much of the time.

Please reply immediately if you will consider accepting³²⁰ such a position. If so, I shall explain further particulars to you. Yours truly, (336)

Chapter Five

Dear Sir: According to your statement in this morning's correspondence you are facing a serious problem in²⁰ heating your apartment.

With few exceptions, people simply will not stop to consider the importance of closing⁴⁰ radiators instead of opening doors when they are too hot. This is wrong, but most persons think it is⁶⁰ unimportant. With a heating system like yours, it is necessary to follow directions.

If you like, we will⁸⁰ run down there every morning regularly to see what time the house is closed. We will protect you in every¹⁰⁰ way possible, but we have always had trouble in getting a number of families organized.

While no¹²⁰ heating system is perfect, I am confident you would have more success with oil and find it more reliable.¹⁴⁰ The price of fuel oil and the equipment necessary is higher, but you will consume less and this, together¹⁶⁰ with the satisfaction of having everybody pleased, will offset the increased price. I know you would not¹⁸⁰ regret the change. Yours truly,

Dear Sir: A business house, to be running profitably, must be making sales, collections,²⁰⁰ and handling problems satisfactorily and inexpensively. According to present methods, most of²²⁰ this is done by means of correspondence, and it is sensible to believe that letter writing should be taken²⁴⁰ more seriously. I presume men are too busy directing other things to stop to consider the effect²⁶⁰ produced by inferior correspondence.

Probably some unimportant letters might be answered by the²⁸⁰ inexperienced and uninformed, but the man who gets business and makes satisfactory settlements is the one³⁰⁰ whose excellence of style and personal tone give his readers perfect confidence in the organization he³²⁰ represents.

Why not protect your business before you regret it, by recommending our course in business³⁴⁰ correspondence to your men, and prove that letter writing can be made a joy instead of a drudgery? Yours truly, (359)

Chapter Six

Dear Andy: Yes, I went to Maine this summer—away up in the woods. It was about the most pleasurable fishing²⁰ trip I had ever taken. There is where a man can get a real acquaintance with Nature.

Three men from our⁴⁰ office went with me—all fine fellows. We used my big touring car, and we took all the things we might need until we⁶⁰ could get to some small town. We did not stay in hotels along the way, as one of the pleasures of the trip was sleeping⁸⁰ outdoors. We would get a quantity of sweet-smelling boughs, throw them on the ground, spread our blankets over them, and¹⁰⁰ our beds were made up. And how we would sleep! The days and the nights were perfect. The roads were excellent all the way. We¹²⁰ stopped several times to get something to eat.

It happened that in one place, where we had been delayed a few hours by¹⁴⁰ a heavy rain I saw Joe Prentice. Do you remember him? He used to work with me in the Indian Insurance¹⁶⁰ Company's offices. He did not appear to know me. I had heard that he was

up that way, and that he had¹⁸⁰ grown rather queer and miserly. He surely looked the part.

When we got to the Indian camp, we hired a guide and²⁰⁰ set out for the fishing haunts. We spent the first night on a high cliff. The golden sunset we saw from there would have²²⁰ appealed to you. Below ran a mountain stream, swift and clear, and—I might add—with plenty of fish in it.

Every few²⁴⁰ days we moved our camp, and in each place we discovered new wonders. The fishing was always a huge pleasure, as our²⁶⁰ guide knew where to find the streams that would yield the most fish.

I am going again next year, and I hope you can go²⁸⁰ along. Think it over. Yours, (284)

Some of the Frequent-Word Drills

From "Dictation for Beginners"

By Edith V. Bisbee

UNIT 3—Eight men came here today. They would like to get milk at the dairy.

I am ill. I came here to get well. I will remain²⁰ a month.

Ted made a wreck of our good net, but I can mend it. It will not take more than a minute.

I hated⁴⁰ to get Dale to go in the rain, but he was willing.

I was in the country. I needed money but I could not⁶⁰ get any there. Where could I get money in the country?

Were all of them here when you came? What is the truth?

Did those⁸⁰ men take the little kid with them today? Where did they go?

Ned is getting ready to go to the country. When he¹⁰⁰ is ready, Dad will take him to the train with the gray team.

When I came into the train Ned was there. He was there all¹²⁰ the time.

In the country you can get good, clean milk, and an egg any time you would like it.

I meant to go to the¹⁴⁰ mill to aid Dad, but there was a wreck at the lake.

Dick: I am going to Gary today to get my gray hat. Can¹⁶⁰ you and Dean go with me? I will go in the train at two. Meet me there. Harry.

Mr. Harry Deane, Garrett, Illinois.¹⁸⁰

Dear Sir: Can you meet me in Lynn to go into the data of our mill? I can meet you there any day this²⁰⁰ month. Yours truly,

Mr. Dan Hill, Glenn, Illinois.

Dear Sir: The data you desire is all ready, but I am needed²²⁰ here all the time. I cannot go to Lynn this month. Is there any time when you could come here? Yours truly,

Mr.²⁴⁰ Mark Henry, Lynn, Illinois.

Dear Sir: I hear that the dairy at Green Lake is ready to take all the milk and cream²⁶⁰ they can get. I am going there today and can take you and Mr. Drake with me if you would like to go. Yours truly, (280)

UNIT 4—One after the other, most of the people came from the ship.

I should like to hear about every change made in²⁰ our plan.

Have you ever been here before? I have to come over every month.

Which one shall I ship to him today?⁴⁰

Those men have never had much time for reading.

I plan to take a trip. Madge will go with me if she is able to⁶⁰ get a check from her dad.

Are you planning to take a trip? I can go with you if I get my pay check in time.

Madge⁸⁰ is going to the play. She will take Jennie with her. They feel very happy about it.

Mr. Black is the chief¹⁰⁰ man in editing the paper. Would you like to put in a page ad today? I can check it over and then take¹²⁰ it to Mr. Black.

There will be a meeting here today. Many people will be here before dark. Most of them should¹⁴⁰ get here about one, but many of them cannot get here by that time. They will be late in coming. When they get here,¹⁶⁰ all of the other people will be coming too. They will be at the meeting over an hour; then they will all remain¹⁸⁰ for tea.

Perry Gage, French Hill, Maine.

Dear Sir: If you desire to get any more paper this month, I shall be happy²⁰⁰ to get it for you. I can ship it any day after February 5. Yours very truly,

Alfred Blaine,²²⁰ Shell Lake, Maine.

Dear Sir: I fear I cannot pay you today. I have had very little cash this month, and I shall not²⁴⁰ have any before pay day, February 15, but I will not fail you at that time. Very truly yours, (260)

Masters of Arts

From "Cabbages and Kings"

By O. Henry

Reprinted in *Shortband* by permission of the publishers
(Copyright, 1903, by Doubleday, Doran and Company, Inc.)

(Continued from the September issue)

For five months in the year Coralio is the Newport of Anchuria. Then only does the town possess life.¹⁴⁰⁰ From November to March it is practically the seat of government. The president with his official family¹⁴⁸⁰ sojourns there; and society follows him. The pleasure-loving people make the season one long holiday¹⁵⁰⁰ of amusement and rejoicing. *Fiestas*, balls, games, sea bathing, processions, and small theatres contribute to¹⁵²⁰ their enjoyment. The famous Swiss band from the Capital plays in the little plaza every evening, while the¹⁵⁴⁰ fourteen carriages and vehicles in the town circle in funeral but complacent procession. Indians¹⁵⁶⁰ from the interior mountains, looking like prehistoric stone idols, come down to peddle their handiwork¹⁵⁸⁰ in the streets. The people throng the narrow ways, a chattering, happy, careless stream of buoyant humanity.¹⁶⁰⁰ Preposterous children, rigged

out with the shortest of ballet skirts and gilt wings, howl, underfoot, among the effervescent¹⁶²⁰ crowds. Especially is the arrival of the presidential party, at the opening of the season,¹⁶⁴⁰ attended with pomp, show, and patriotic demonstrations of enthusiasm and delight.

When Keogh and White¹⁶⁶⁰ reached their destination, on the return trip of the *Karlsefin*, the gay winter season was well begun.

Keogh¹⁶⁸⁰ escorted the artist about town, introducing him to the little circle of English-speaking residents¹⁷⁰⁰ and pulling whatever wires he could to effect the spreading of White's fame as a painter. White set up his easel¹⁷²⁰ on the beach and made striking sketches of the mountain and sea views. The native population formed at his rear¹⁷⁴⁰ in a vast, chattering semicircle to watch his work. Keogh, with his care for details, had arranged for himself¹⁷⁶⁰ a pose which he carried out with fidelity. His rôle was that of friend to the great artist, a man of affairs¹⁷⁸⁰ and leisure. The visible emblem of his position was a pocket camera.

"For branding the man who owns¹⁸⁰⁰ it," said he, "a genteel dilettante with a bank account and an easy conscience, a steam-yacht ain't in it with¹⁸²⁰ a camera. You see a man doing nothing but loafing around making snapshots, and you know right away he¹⁸⁴⁰ reads up well in 'Bradstreet.' You notice these old millionaire boys—soon as they get through taking everything else in¹⁸⁶⁰ sight they go to taking photographs. People are more impressed by a kodak than they are by a title or a¹⁸⁸⁰ four-carat scarfpin." So Keogh strolled blandly about Coralio, snapping the scenery and the shrinking señoritas,¹⁹⁰⁰ while White posed conspicuously in the higher regions of art.

Two weeks after their arrival, the scheme¹⁹²⁰ began to bear fruit. An aide-de-camp of the president drove to the hotel in a dashing victoria. The¹⁹⁴⁰ president desired that Señor White come to the Casa Morena for an informal interview.

Keogh¹⁹⁶⁰ gripped his pipe tightly between his teeth. "Not a cent less than ten thousand," he said to the artist—"remember the price.¹⁹⁸⁰ And in gold or its equivalent—don't let him stick you with this bargain-counter stuff they call money here."

"Perhaps²⁰⁰⁰ it isn't that he wants," said White.

"Get out!" said Keogh, with splendid confidence. "I know what he wants. He wants his picture²⁰²⁰ painted by the celebrated young American painter now sojourning in this downtrodden country. Off²⁰⁴⁰ you go."

The victoria sped away with the artist. Keogh walked up and down, puffing great clouds of smoke from his²⁰⁶⁰ pipe, and waited. In an hour the victoria swept again to the door of the hotel, deposited White, and²⁰⁸⁰ vanished. The artist dashed up the stairs, three at a step. Keogh stopped smoking, and became a silent interrogation²¹⁰⁰ point.

"Landed," exclaimed White, with his boyish face flushed with elation. "Billy, you are a



Teachers

Get a choice position through us—any part of the country. Openings in business schools, high schools, colleges—now or later. Half of the state universities have selected our candidates. Dependable service. Employers report your vacancies. Write us now.

SPECIALISTS' EDUCATIONAL BUREAU

Robert A. Grant, President

Shubert-Rialto Bldg., St. Louis, Mo.

Long Jumps

Written August 1. Last year, a Colorado young man, just graduated, asked us to help him get started. We placed him in New Brunswick. He made good. This year he asked for a place in the Eastern States. This morning he wired from Denver that he was applying to one of our New York clients at \$1800. We wired our client to offer him the position by wire. This afternoon they wired us they had followed our advice. This evening the young man wires he has accepted. We wish we could help all our enrolled teachers as promptly and effectively, but this is an off year. May we try to help you?

THE NATIONAL COMMERCIAL TEACHERS AGENCY

(A Specialty by a Specialist)

E. E. GAYLORD, Mgr.

:-:

Larcom Avenue, Beverly, Mass.

wonder. He wants a picture.²¹²⁰ I'll tell you all about it. By Heavens! that dictator chap is a corker! He's a dictator clear down to²¹⁴⁰ his finger-ends. He's a combination of Julius Caesar, Lucifer, and Chauncey Depew done in sepia.²¹⁶⁰ Polite and grim—that's his way. The room I saw him in was about ten acres big, and looked like a Mississippi²¹⁸⁰ steamboat, with its gilding and mirrors and white paint. He talks English better than I can ever hope to. The matter²²⁰⁰ of price came up. I mentioned ten thousand. I expected him to call the guard and have me taken out and shot. He²²²⁰ didn't move an eyelash. He just waved one of his chestnut hands in a careless way, and said, 'Whatever you say.' I²²⁴⁰ am to go back tomorrow and discuss with him the details of the picture."

Keogh hung his head. Self-abasement²²⁶⁰ was easy to read in his downcast countenance. "I'm failing, Carry," he said sorrowfully. "I'm not fit to²²⁸⁰ handle these man's-size schemes any longer. Peddling oranges in a pushcart is about the suitable graft for me.²³⁰⁰ When I said ten thousand, I swear I thought I had sized up that brown man's limit to within two cents. He'd have melted²³²⁰ down for fifteen thousand just as easy. Say—Carry—you'll see the old man Keogh safe in some nice, quiet idiot²³⁴⁰ asylum, won't you, if he makes a break like that again?"

The Casa Morena, although only one story²³⁶⁰ in height, was a building of brown stone, luxurious as a palace in its interior. It stood on a low²³⁸⁰ hill in a walled garden of splendid tropical flora at the upper edge of Coralio. The next day the²⁴⁰⁰ president's carriage came again for the artist. Keogh went out for a walk along the beach, where he and his "picture²⁴²⁰ box" were now familiar sights. When he returned to the hotel White was sitting in a steamer-chair on the balcony.²⁴⁴⁰

"Well," said Keogh, "did you and His Nibs decide on the kind of chromo he wants?"

White got up and walked back and forth²⁴⁶⁰ on the balcony a few times. Then he stopped and laughed strangely. His face was flushed, and his eyes were bright with a kind of²⁴⁸⁰ angry amusement.

"Look here, Billy," he said, somewhat roughly, "when you first came to me in my studio and²⁵⁰⁰ mentioned a picture, I thought you wanted a Smashed Oats or a Hair Tonic poster painted on a range of mountains or²⁵²⁰ the side of a continent. Well, either of those jobs would have been Art in its highest form compared to the one you've²⁵⁴⁰ steered me against. I can't paint that picture, Billy. You've got to let me out. Let me try to tell you what that barbarian²⁵⁶⁰ wants. He had it all planned out and even a sketch made of his idea. The old boy doesn't draw badly²⁵⁸⁰ at all. But, ye goddesses of Art! listen to the monstrosity he expects me to paint. He wants himself²⁶⁰⁰ in the center of the canvas, of course. He is to be painted as Jupiter sitting on Olympus, with the²⁶²⁰ clouds at his feet. At one side of him stands George Washington, in full regimentals, with his hand on the

president's²⁶⁴⁰ shoulder. An angel with outstretched wings hovers overhead, and is placing a laurel wreath on the president's head,²⁶⁶⁰ crowning him—Queen of the May, I suppose. In the background is to be cannon, more angels, and soldiers. The man who²⁶⁸⁰ would paint that picture would have to have the soul of a dog, and would deserve to go down into oblivion without²⁷⁰⁰ even a tin can tied to his tail to sound his memory."

Little beads of moisture crept out all over Billy's²⁷²⁰ Keogh's brow. The stub of his blue pencil had not figured out a contingency like this. The machinery²⁷⁴⁰ of his plan had run with flattering smoothness until now. He dragged another chair upon the balcony, and got²⁷⁶⁰ White back to his seat. He lit his pipe with apparent calm.

"Now, sonny," he said, with gentle grimness, "you and me will²⁷⁸⁰ have an Art to Art talk. You've got your art and I've got mine. Yours is the real Pierian stuff that turns up its nose²⁸⁰⁰ at bock-beer signs and oleographs of the Old Mill. Mine's the art of Business. This was my scheme, and it worked out like²⁸²⁰ two-and-two. Paint that president man as Old King Cole, or Venus, or a landscape, or a fresco, or a bunch of²⁸⁴⁰ lilies, or anything he thinks he looks like. But get the paint on the canvas and collect the spoils. You wouldn't throw²⁸⁶⁰ me down, Carry, at this stage of the game. Think of that ten thousand!"

"I can't help thinking of it," said White, "and that's what²⁸⁸⁰ hurts. I'm tempted to throw every ideal I ever had down in the mire, and steep my soul in infamy²⁹⁰⁰ by painting that picture. That five thousand meant three years of foreign study to me, and I'd almost sell my soul for²⁹²⁰ that."

"Now it ain't as bad as that," said Keogh, soothingly. "It's a business proposition. It's so much paint and time²⁹⁴⁰ against money. I don't fall in with your idea that that picture would so everlastingly jolt the art side²⁹⁶⁰ of the question. George Washington was all right, you know, and nobody could say a word against the angel. I don't²⁹⁸⁰ think so bad of that group. If you was to give Jupiter a pair of epaulets and a sword, and kind of work the³⁰⁰⁰ clouds around to look like a blackberry patch, it wouldn't make such a bad battle scene. Why, if we hadn't already³⁰²⁰ settled on the price, he ought to pay an extra thousand for Washington, and the angel ought to raise it five³⁰⁴⁰ hundred."

"You don't understand, Billy," said White, with an uneasy laugh. "Some of us fellows who try to paint have big³⁰⁶⁰ notions about Art. I wanted to paint a picture some day that people would stand before and forget that it was³⁰⁸⁰ made of paint. I wanted it to creep into them like a bar of music and mushroom there like a soft bullet. And³¹⁰⁰ I wanted 'em to go away and ask, 'What else has he done?' and I didn't want 'em to find a thing; not a portrait³¹²⁰ nor a magazine cover nor an illustration nor a drawing of a girl—nothing but the picture. That's³¹⁴⁰ why I've lived on fried sausages, and tried to

keep true to myself. I persuaded myself to do this portrait for⁸¹⁰⁰ the chance it might give me to study abroad. But this howling, screaming caricature! Good Lord! Can't you see how⁸¹⁸⁰ it is?"

"Sure," said Keogh, as tenderly as he would have spoken to a child, and he laid a long forefinger on White's³²⁰⁰ knee. "I see. It's bad to have your art all slugged up like that. I know. You wanted to paint a big thing like the panorama³²²⁰ of the Battle of Gettysburg. But let me kalsomine you a little mental sketch to consider. Up³²⁴⁰ to date we're out \$385.50 on this scheme. Our capital took every cent both³²⁶⁰ of us could raise. We've got about enough left to get back to New York on. I need my share of that ten thousand. I³²⁸⁰ want to work a copper deal in Idaho, and make a hundred thousand. That's the business end of the thing. Come down³³⁰⁰ off your art perch, Carry, and let's land that hatful of dollars."

"Billy," said White, with an effort, "I'll try. I won't say³³²⁰ I'll do it, but I'll try. I'll go at it, and put it through if I can."

"That's business," said Keogh heartily. "Good boy!³³⁴⁰ Now, here's another thing—rush that picture—crowd it through as quick as you can. Get a couple of boys to help you mix³³⁶⁰ the paint if necessary. I've picked up some pointers around town. The people here are beginning to get sick of Mr.³³⁸⁰ President. They say he's been too free with concessions; and they accuse him of trying to make a dicker with³⁴⁰⁰ England to sell out the country. We want that picture done and paid for before there's any row." (3416)

(To be concluded next month)

Another "Teaser" for Your Talent

(The words missing or partly gone in the plate are given here in parenthesis)

Diamonds are nothing but pieces of coal that stuck (to their) job. Since it has taken millions of years to²⁰ build up the (race), one can seldom expect to rise above the rank and file in a few years. None⁴⁰ of the major figures in the world today are under (forty), neither were they born rich; they were stickers, they⁶⁰ did not quit. They (conceived) their goal and pressed on courageously, unflinchingly, unswervingly, (surmounting) more difficulties than most of us⁸⁰ are likely to meet.

(Persistence) is the only key that will unlock the door to success; the only (defense) that¹⁰⁰ will fortify it. The business man does not want shifters; there is no market for the rolling stone. Perseverance has¹²⁰ made both nations and (individuals) great.

If you are lacking in patience and determination, a (little) personal effort will help.¹⁴⁰ Were there times in your life when you would have won if you had stuck a little longer? Do you¹⁶⁰ know if your (work) is worth while—whether you ought to succeed? Don't ask anyone—(decide) for yourself. Having decided¹⁸⁰ that it is, faithfully guard it to the end. (189)

Curious Clippings

And yet they must be true,
We Saw Them in the Papers!

Can a chicken feather pierce a pane of glass? Scientists say no—but they're wrong.

John Krown of Camden, New Jersey, was²⁰ driving a truck near the city asphalt plant. A dog started to chase a chicken. The chicken flew into the air⁴⁰ and struck the windshield. It was uninjured.

But when Krown examined the glass he found a feather had penetrated⁶⁰ the windshield. One inch of the feather is on the inside, while four inches stick out on the other side.

He announced⁸⁰ that he would leave the feather where it was. (87)

* * *

The average life of a skyscraper is only 30 years, says C. F. Palmer, president of the National²⁰ Association of Building Owners and Managers. (31)

Key to Peter Lekas' Notes

Mr. President, there is now before the Committee a plan upon which hearings are to be had this week,²⁰ commencing, I think, tomorrow, that will, it is thought, to a great extent abolish some of the evils that exist;⁴⁰ but it is believed, I think, by those who are proposing this action that if they did it at once there might for⁶⁰ several years—at least, until the country readjusted itself—be great hardship endured by a great many honest⁸⁰ producers of the foods of life.

There is another reason why it seems to me we ought not to put this¹⁰⁰ section on this bill. This is an appropriation for what is known as the President's board, provided for in the¹²⁰ bill that was passed at the request of the President. For years, almost ever since the war, we have been trying to¹⁴⁰ do something to relieve stricken farming. We reported out of the committee quite a number of bills, all of¹⁶⁰ them to some extent compromise bills, but measures which it was thought would aid the problem.

The first, quite a number of¹⁸⁰ years ago, was a bill of which I was the author. It was twice reported from that committee. It met the²⁰⁰ opposition of the then-President of the United States. It met the opposition of the then-Secretary²²⁰ of Commerce. Through these influences the bill was defeated. I am not now discussing the merits of any²⁴⁰ of these bills. It is enough to say that that bill was defeated.

Following that came the so-called farm bill of²⁶⁰ the Senator from Maine, passed through the Senate two or three times, defeated once in the House through the influence of²⁸⁰ the then-President; later passed through both Houses and vetoed I think twice by the Executive, who was at that³⁰⁰ time Secretary of Commerce, was opposed to the bill and his influence was exerted against it. Then came³²⁰

the debenture plan, which we passed through the House twice as an amendment, first to this identical bill of the³⁴⁰ President's providing for this board. Through his influence it was defeated in the House. It was offered again by³⁶⁰ myself as an amendment to the tariff bill. It was rejected by the House and went out in conference. It³⁸⁰ was a well-known fact that the President was very much opposed to it. Again—(394)

Business Correspondence

Floor Machine Letter

From the Contest Budget submitted by Elizabeth Elicker, York, Pennsylvania

Mrs. Frank D. Hack
639 Juniper Avenue
Far Rockaway, N. Y.

Dear Madam:

If your²⁰ floors always glistened on Sunday morning; if they were never marred, never got scratched, never became slippery, never⁴⁰ showed footprints, you would increase the value of your home, have less trouble, make more friends—that is why you will be⁶⁰ interested in the new automatic floor machine, Speedette.

We have turned down the corner of page 13 in our⁸⁰ book "The Secret of Beautiful Floors" which we particularly want you to read. On this page you will find illustrated¹⁰⁰ and described the exclusive Speedette feature of wax application through which the superlative¹²⁰ characteristics of the marvelous revolutionizing Speedette finish come into play. Turn to this page now¹⁴⁰ and see if you can afford not to investigate this method further!

If we charged you twice as much for the¹⁶⁰ Speedette machine, we could not give you better material or workmanship. Having passed all tests put through by such¹⁸⁰ leading laboratories as Good Housekeeping, Delin-eator, New York Herald Tribune, etc.; being²⁰⁰ endorsed by such prominent users as Mrs. Elihu Root, Jr., George H. White, Edwin F. Dodge, and thousands²²⁰ of others, Speedette makes good its reputation as the best floor machine on the market for domestic and²⁴⁰ commercial use.

By the way, a friend of yours was desirous of having you become acquainted with this method and²⁶⁰ gave us your name, which explains our writing this message. The only way you can decide on a machine, however,²⁸⁰ is to judge by comparison. See it work.

Very truly yours, (291)

Key to June O. G. A. Plate

Desire must be impressed upon the subconscious before it can be accomplished. Merely conscious desire seldom²⁰ gets you anything. It's like the daydreams that pass through your mind. Your desire must be visualized, must be persisted⁴⁰ in, must be impressed upon your subconscious mind. Don't think about the means for accomplishing your

desire—you⁶⁰ can safely leave that to your subconscious mind. It knows how to do a great many things besides building and repairing⁸⁰ your body. If you can visualize the thing you want, if you can impress upon your subconscious mind the¹⁰⁰ belief that you have it, you can safely leave it to it to find the means of getting it. (116)

Oh, Be Cheerful!

From "Your Job"

By Harold Whitbread, of Boston University

It's so much more fun to be cheerful than grouchy—and so much easier, if you will merely look for the things to²⁰ be thankful for instead of things to mourn over.

Do you remember in "Mrs. Wiggs of the Cabbage Patch" how Mrs.⁴⁰ Wiggs asked the bemoaning Hiram who had "nothing to be thankful for" if he was not thankful that he hadn't⁶⁰ a hare lip!

Don't dwell on the past. Live in the present, and plan for a happy future, then you will have that feeling⁸⁰ of moderate joy called cheerfulness.

A healthy mind in a healthy body is invariably accompanied¹⁰⁰ by cheerfulness.

If you are lacking in cheerfulness, make a practice of mixing with other people and try¹²⁰ to forget yourself and your own vexing problems.

The cheerful man is a welcome visitor anywhere, but the¹⁴⁰ morose "crape hanger"—oh, my! how we dodge him!

The "gloom" is generally the fellow who stays by himself and, by¹⁶⁰ brooding over them, lets his small troubles become imaginary big ones.

"Smile—you smile!"

Now while you are smiling¹⁸⁰ let's switch to—Neatness.

The Neatness I have in mind refers to personal neatness.

Neatness is a "surface" virtue²⁰⁰ certainly, but first impressions are surface impressions, and opinions founded on first impressions are hard to²²⁰ change.

It pays to advertise yourself by being neat.

To cultivate neatness make it a point each morning before²⁴⁰ leaving home to see that you are neatly dressed and well brushed and groomed. Get up ten minutes earlier so that you do²⁶⁰ not have to rush off for work with the tail end of a breakfast in a state of semimastication and an array²⁸⁰ of buttons begging to be "holed."

Late hours mean oversleeping next morning, with its consequent gobble and rush.³⁰⁰ The result is you begin work untidy—and it's astonishing how we react in work to our personal³²⁰ condition.

Of course, if you have enough coupons to clip you can afford to dress as you wish, but until then make³⁴⁰ yourself as easy to look at as possible. Be neat.

Let's finish today's story with—Health.

Far be it from me³⁶⁰ to claim any medical knowledge. In fact, it is not necessary, for

I refer to mental more than²⁸⁰ physical health. If you are mentally well the rest will take care of itself.

Good health is kept by right thinking and right⁴⁰⁰ living and by obedience to the laws of nature.

Cleanliness, fresh air, wholesome food, and sleep spell good health.

Daily⁴²⁰ baths, clean linen, well-brushed and cleaned clothes, polished shoes, well-cared-for teeth and finger nails—these things help a man to feel⁴⁴⁰ his importance and to keep in good trim.

The mental effect of these things can hardly be overestimated.⁴⁶⁰ Have you ever seen a youngster in a soiled and torn dress, how she carelessly swings along? Notice the same youngster⁴⁸⁰ when decked out in a new finery, how she struts along with a sense of importance.

I believe the way to keep⁵⁰⁰ healthy is to "forget it." Just go ahead living normally and your health will be all right. Eat wisely, avoid⁵²⁰ highly-spiced food, eat fruit, drink water—lots of it—eat slowly and calmly. If you shovel food into your mouth and⁵⁴⁰ get it down in hasty gulps, don't be surprised if your stomach enters a protest.

Keep active, optimistic, cheerful,⁵⁶⁰ and you are healthy. Help others, avoid passion and envy, practice the golden rule, and you are healthy. (579)

Pen or Pencil?

From "The Factors of Shorthand Speed"

By David Wolfe Brown

Late Official Reporter, U. S. House of Representatives

(The words in italics are the correct ones of the pairs in type in the plates)

The question whether the pen or the pencil should be preferred for *stenographic* writing, must *naturally* be²⁰ of great *interest* to every *shorthand* student. This question has been among reporters a subject of much⁴⁰ *dispute*. I believe that, as the *result* of the *discussion*, and more especially as the *result* of continued⁶⁰ experience with the two instruments, a large *majority* of the reporters of the country consider⁸⁰ the advantages decidedly in favor of the pen.

Twelve reasons may be stated, which, in my opinion,¹⁰⁰ should *induce* every young writer to *educate* himself from the very beginning of his practice to do¹²⁰ his *stenographic* writing with the pen, whenever *circumstances* will allow him to do so:

1. The pen¹⁴⁰ requires less *muscular* exertion for its management. Hence the pen-writer *works* for long periods with less fatigue¹⁶⁰ than the pencil writer.

2. The pen permits and *promotes* a lightness of touch which, with the pencil, is out of the¹⁸⁰ question; and this lightness of touch conduces largely to *speed*.

3. The pen is far better adapted than the pencil²⁰⁰ to express *readily* and clearly the *distinctions* between strokes.

4. Pen notes are better adapted for²²⁰ preservation than pencil notes, which *ordinary* handling tends to *blur*. Anything that is to be filed away as²⁴⁰ a record should not be written *with* a pencil.

5. It need *scarcely* be said that pen notes are more *legible*,²⁶⁰ especially when they must be read at night.

6. Neater notes can be made with the pen than with the²⁸⁰ pencil, the latter tending to generate the habit of scrawling.

7. Pencil notes, in *consequence* of their³⁰⁰ *intrinsic illegibility*, can seldom be *transcribed* by other persons than the writer. Such *transcription* by³²⁰ assistants is an immense advantage to *many* a hard-working reporter.

8. The *old* objection, based on³⁴⁰ loss of time by pen-dipping, and on the *inconvenience* of carrying round an inkstand, has of course been made³⁶⁰ obsolete by the *introduction* of the fountain pen.

9. The general opinion of almost every³⁸⁰ reporter whose early habits have not prevented him from giving the pen a fair trial, is *decidedly* in⁴⁰⁰ its favor.

10. When, on rare occasions, the reporter's *environment* absolutely requires the use of pencil,⁴²⁰ the *habitual* user of the pen finds little *difficulty* in adapting himself to the *emergency*.⁴⁴⁰

11. But the pen, if its advantages are to be enjoyed, must be held in the right way, and its⁴⁶⁰ proper *management* must have been acquired by *sufficient practice*. It is important that the learner of shorthand⁴⁸⁰ should *use* a pen from the start. When pencil-writing has become habitual, a change to the pen always requires⁵⁰⁰ considerable patience and *self-conquest*. Many a pencil writer is *unwilling* or unable to give⁵²⁰ the *necessary* amount of *practice* to overcome the habit he has *formed*. The longer the use of the pen⁵⁴⁰ is *postponed*, the harder it will be to make the change.

12. But this *question* must not be *disposed* of without noticing⁵⁶⁰ *one* consideration of overwhelming force—the *liability* of the pencil point to break *treacherously*⁵⁸⁰ at a most *critical* moment.

In closing this topic, it should be *remarked* that there can be no greater⁶⁰⁰ *error* than to assume in the matter of *materials* that "anything is good enough for a beginner."⁶²⁰ On the *contrary*, a beginner is entitled to the best; for he is more *subject* than are experienced⁶⁴⁰ writers to the discouraging influence of little *difficulties* and annoyances. Besides, he should⁶⁶⁰ early become *accustomed* to such *materials* as he is finally to use, and should early *learn* to exercise⁶⁸⁰ his judgment in *selecting* them. (686)

A Damage Suit—II

(Continued from the September issue)

Q Don't you know where²⁴⁰ he is? A Now I know.

Q When did you last see him? A I have not seen him for a couple of years.²⁶⁰

Q Where was he then, that you know of?
A I don't know where he was.

Q You don't know now where he is?
A³⁸⁰ Now I know, after Mr. Thompson told me.

Q Haven't you inquired—wasn't he a friend of yours? A⁴⁰⁰ I am a married man. I don't have to look out for somebody else.

Q I am just asking you, don't you know⁴²⁰ where Mr. Gordon is? A Now I know where he is.

Q Didn't you know the last two years?
A No, sir.⁴⁴⁰

Q Did you know before that? A No, sir.

Q You were a great friend of his, weren't you? A Not a great⁴⁶⁰ friend. Because you take a ride with a man that don't mean to say you are a great friend of his.

Q Weren't you a friend⁴⁸⁰ of his? A I was a friend of his, sure.

Q Don't you know what became of him, where he is? A Now I⁵⁰⁰ know where he is.

Q Where is he? A He is at Sing Sing. He is in jail.

Q You have been in court many⁵²⁰ times, haven't you? A No, sir.

Q You haven't? A No, sir.

Q Haven't you made many claims? A⁵⁴⁰ No, sir.

Q Do you remember making a claim in 1923 against the Dry Dock Company?⁵⁶⁰

A No, sir. The only claim I have—

Q I am asking you whether you did, yes or no. A No.

Q⁵⁸⁰ You deny that you did? A Yes, sir.

Q Did you make a claim against the Borden Farm Products Company⁶⁰⁰ in 1924?

A My brother made that claim.

Q And you claimed that you were hurt?
A Yes,⁶²⁰ sir. (620)

(To be continued next month)

Short Stories in Shorthand

To Guide Wanderer

Dear Old Lady: Captain, would you help me find my stateroom?

Captain: Have you forgotten what number it is madam?²⁰

Dear Old Lady: Yes, but I'll know it if I see it again; there was a lighthouse just outside the window.—*Puppet* (40)

Practical Economy

"Willie," asked the teacher, "can you tell me why Thomas Jefferson wrote the Declaration of Independence?"

"'Cause²⁰ he couldn't afford to hire a stenographer, I guess."—*Federation Notes* (34)

Just Getting Started

Old Golf Club Member: Well, what did you do it in?

New Member: Seventy-six.

Old Golf Club Member: Very good indeed.²⁰

New Member: Yes, and tomorrow I'm going to play the second hole.—*Tit-Bits* (34)

Biting Sarcasm

"You cannot taste in the dark," said a lecturer. "Nature intended us to see our food."

"Then," inquired a forward²⁰ student, "how about the blind man at dinner?"

"Nature, sir," said the lecturer promptly, "has provided him with eyeteeth."⁴⁰—*Exchange* (42)

Good for the Worm

"What are you doing with an apple on the end of your fishing line?"

"Fishing."

"Yes, but what's the apple for?"

"Bait."

"Bait!"²⁰ You should have a worm."

"Well, there's a worm inside the apple." (30)

Coöperation

(Concluded from page 80)

vincing, but persuasive as well. The president of this realty company tells me that his salesmen are making practical use of these booklets and that they are proving to be stimulating and helpful in making sales.

"At East High the Business English teacher, Miss Quick, a practical stenographer and shorthand teacher of experience, is taking her job seriously. Every Monday morning she learns from the teachers of advanced shorthand the assignments and dictation material to be covered during the week. She then discusses with her Business English pupils any difficult, peculiar, or unusual phrases, matters of construction, the principles or rules of English involved, and provides drill in the spelling of difficult words. This is an excellent example of objective teaching.

"Probably no teacher is in greater need of close contact with the activities of business-getting than the Business English teacher. The college entrance brand of teaching utterly fails when applied to the teaching of this subject. The boresomeness of the classroom drill is converted into 'human interest stuff' when Business English teachers, sensing the vitality of their subject, teach objectively while handling definite business problems involving an effective and correct use of live English."

We'd Like to Know Why

THE mathematics teachers among our readers can probably explain why 0588235294-117647 multiplied by any number from 2 to 9, inclusive, will give a product in which the figures are in the same relative sequence as in the multiplicand, although, of course, it will not begin with the zero, but somewhere along the line! Your students may enjoy trying out the truth of this assertion!

The Advanced Shorthand Class in the High School

(Continued from page 54)

work of beginners needs to be closely watched; but in the advanced classes, a glance over the papers will tell whether or not the work is done correctly, and which students need to be checked up. But each day I do check into my class book the work for each student—using a regular check mark (V) for work on time and Okeh. If work is late, without satisfactory excuse, it is marked with an inverted check mark. At the end of the quarter, I deduct from the quarterly grade 1 per cent for each day's work that was late, unexcused, and 2 per cent for each day's work that was not handed in. This is much more effective than keeping students after school to make up work.

Students sometimes ask if they do not get credit for their daily written work. This is a "negative credit"; that is, they are expected to do this so as to be able to earn their grades in transcribing; for their quarterly grades are based on the grades of checked transcripts and quarterly tests, less any deductions as penalties. I do not give daily grades in any shorthand class, and, quite frankly, I do not see how any teacher can do so.

Shorthand III Transcription

In the first quarter, practically all transcribing is from familiar material in Speed Studies. We begin with Chapter 9, as this has been studied in the previous term, and that gives the class a chance to study the following chapters before transcribing them. Of course, before any transcribing is done, full instructions are given as to how to go about it. These are given by the shorthand teacher in the shorthand class, and are then followed up by the teacher who supervises transcript. At least these points are fully covered:

Set-up of the marginal and tabular stops
Placing the paper in the machine
Proper placing of the letter on the sheet
Keeping eyes on notes; writing by touch
Importance of even typing, correct spelling, correct arrangement of date, address, signature, etc.
Steady work throughout the period
Instructions for handing in papers.

For most of the first quarter, transcribing is done on blank paper. After that, all letters are on letterheads.

One question continually arising is, How much should be assigned for transcribing? At the beginning, probably 300 to 350 words, exclusive of addresses and signatures, will be

sufficient for most of the students. By the end of the term, 500 to 550 words, plus addresses and signatures, should not be too much, if the letters are not too short.

Another question is about re-transcribing. It is impossible to assign just enough for every student to do once. I much prefer to assign enough, whether from plates or from dictation, so that all the students, except perhaps an occasional very slow one, can get through once. Any students who finish before the end of the period must go back to the beginning, and transcribe again as far as time will permit, *from shorthand notes*. This re-transcribing is splendid for building speed, for the familiarity gives the mental machinery a chance to "click" much faster than it did the first time through. My experience has been that second transcripts are much more accurate, with most students, than the first writings.

By the end of the first quarter, Shorthand III's are transcribing a little familiar material from their own notes. During the second quarter, they progress to practically all new material from their own notes; and in the third and fourth quarters, printed and familiar material has practically passed out of the picture.

One instruction needs to be given at this point; in the early weeks of transcribing from their own notes, students should read a letter through before beginning to transcribe it, deciding mentally on the punctuation, troublesome outlines, correcting any outlines that may need it, etc. Then they can type the letter without hesitation and stumbling.

The only checking of transcripts in the first two weeks is to look them over and discuss transcribing procedure and problems with the class, illustrating from their papers both good and bad points. Students are given an opportunity to become accustomed to this new process before their work is graded. When I do begin checking transcripts from familiar plates, I check very closely, and penalize heavily for errors, for now everything is in the student's favor; whereas, when his transcripts from his own notes on unfamiliar material are checked, things will not be so favorable, and he will find a much larger number of errors.

Shorthand III students keep the record of their transcripts on grade sheets, and in the third and fourth quarters keep the Transcript Error Record, as described in Shorthand IV.

(To be continued next month)

All ready for the Teachers' Medal Test? Coming next month!

This is a year when

results take on added emphasis—a year in which teachers want only the best texts and the best laboratory materials . . .

A FEW TIMELY SUGGESTIONS

Office Machine Practice Series (*Katenkamp*)

- No. 1 The Monroe Calculating Machine 48c
No. 2 The Burroughs Calculator 48c
No. 3 The Comptometer In preparation

A series of booklets on office machine practice, containing practical problems and illustrations of all operations. Largely self-instructive. Other booklets to follow soon.

Applied Business Calculation (*Birch*) 40c

A series of drills and tests covering the fundamental principles of arithmetic and their application to business problems; in pad form convenient for classroom use.

Key to both Drills and Tests (supplied to teachers only) . . 25c net

Problems and Questions in Commercial Law (*Welch*) 80c

A laboratory pad containing problems and questions covering Contracts, Sales, Negotiable Instruments, Agency, Partnership, Insurance, Innkeepers, Common Carriers, and Fixtures. Space is left after each problem and question for the answer.

Teacher's Manual (supplied to teachers only) 25c net

Condensed Rules for English Composition (*Gray*) . . . 25c

A collection of rules and examples covering the principles of punctuation, grammar and rhetoric.

Secretarial Problems (*Haynes*) 60c

Contains outlines and problems for a complete course in secretarial training.

Plays for Salesmanship Classes (*Fortney*) 20c net

Play No. 1, "Two Sales"; Play No. 2, "Retailing Then and Now";
Play No. 3, "Impressions and Impressions."

Commercial Clubs, Organizations, Programs, and Plays (*Bowle*) \$1.00 net

A guide in organizing and conducting commercial clubs, shorthand associations, etc. Also contains programs and plays that can be utilized by such organizations.

Your order will be filled at once by our nearest office

The Gregg Publishing Company

New York

Toronto

Chicago

London

Boston

San Francisco
Sydney

The Gregg Teacher's Library

THOSE teachers who are in the upper quartile of their profession, point with pride to their ever-growing professional library and give due credit for their superior success to the helpful suggestions and scientific advice received from recognized authorities in their specialized branch of education. Glance over your professional library, check your titles with those given here, and send in your order today for the ones that are missing from your shelves.

The Basic Principles of Gregg

Shorthand (Gregg) . . . net \$1.00

A complete, scientific discussion of the fundamental principles of Gregg Shorthand. Every Gregg teacher should have a copy.

The Use of the Blackboard in Teaching Shorthand

(Gregg) net 75c

Shows how to master the art of blackboard demonstration. Reproduces many sketches illustrating the visual presentation of theory review.

The Teaching of Shorthand:

Some Suggestions to Young

Teachers (Gregg) net 75c

A collection of helpful addresses on classroom methods.

Teaching Gregg Shorthand by the Analytical Method

(Frick) \$2.00

An exhaustive study and compilation of teacher material according to an analytical method of organization of invaluable aid to the theory teacher. For use with Anniversary Edition.

Diagnostic Testing and

Remedial Teaching of Gregg

Shorthand (Rollinson) . . . \$2.80

The latest text on shorthand testing, prepared under the direction of Teachers College, Columbia University. A series of 36 tests included in the text.

Vocabulary of the Gregg

Shorthand Manual

(Gregg) net 25c

Alphabetically arranged list of nearly 4,000 words, giving unit and page number for each word in The Anniversary Edition.

Gregg Shorthand Dictionary

(Gregg) \$1.50

Outlines for 19,000 words grouped by derivatives. An exceedingly valuable drill book as well as a dictionary. Anniversary Edition.

Gregg Shorthand Phrase Book

(Gregg) \$1.00

Up-to-the-minute outlines for over 3,000 phrases. Also very helpful presentation of the principles of phrase writing. Anniversary Edition.

An Analysis of the Work of a Stenographer

(Barnhart) net 20c

A detailed job analysis by the Chief of Commercial Education Service, Federal Board for Vocational Education. Of great value in checking up classroom objectives and in keeping the teacher of advanced shorthand and secretarial training on the right path.

Learning to Typewrite

(Book) \$2.80

A statement of the laws that govern the acquisition of skill and the application of these laws to the teaching of typewriting.

The Psychology of Skill

(Book) \$2.00

A scientific presentation of this subject by a recognized authority. Of special value to teachers of typewriting and shorthand.

The Technique of Teaching

Typewriting (Clem) \$2.60

Filled with tangible teaching plans covering the complete typewriting learning program.

Stuart Objective Tests in

Typewriting, Series A (Stuart)

A battery of seven tests covering the first half of the elementary course in typewriting. May be used with any text. Five of the seven tests are manipulative in character.

Teacher's Edition, including seven tests, manual of instruction and keys (supplied to teachers only) net 25c

Package of 25 of any one of the seven tests net 50c

The Commercial Curriculum

(Kyker) net 75c

A recent study of office requirements to determine the content of those commercial subjects that make up the stenographic-secretarial course.

Problems and Possibilities of the One-Teacher

Commercial Department

(Callanan) net 20c

How to conduct a small commercial department efficiently. Written on the firing line by an experienced teacher who knows whereof she speaks.

This is a year when classroom achievements will be closely scrutinized by administrative heads and the public at large. Let these new and authoritative texts make it easy for you to attain higher achievements that will stand out far above the average. Your order will be filled at once by our nearest office.

The GREGG PUBLISHING COMPANY

New York Chicago Boston San Francisco Toronto London Sydney